Purpose
Students in this course will compare and contrast themes in social, personality, and developmental psychology as these branches of psychology inform their program goals. We will pay particular attention to how scholars study issues of social change, growth, and transformation in educational settings. Topics listed on the timetable illustrate breadth in research on 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.

Readings
Because students are enrolled in this course for many different reasons, each of you will negotiate an evaluation plan with me. 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, you are expected to find at least 10 articles from different journals and to incorporate a critique of those articles into your 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 course is intended to help everyone learn skills for conducting original research, please follow all the standards of professional discourse (e.g., APA format, reliance on primary sources). Please focus your attention on reading original data-driven sources.

Professional development. I highly recommend three fairly new books that can assist you with your professional development. These books focus on psychology, but the advice is quite sound for all social science research.


Breadth. Journal articles can be very challenging to interpret. Therefore, it is also recommended that you read one or two interesting books related to social functioning. Below is a sample of books on the topics that might be of interest to you. These books are easily obtained using online sources, but you might want to try the UIC library system for e-books first. References reflect the copies in my library and may have more current publication dates online. I put an * next to my top recommendations, but all books are worth reading carefully and considering the research cited in their reference list.
Depth. Because strong careers emerge via sustained goal-setting, you will also be asked to establish and complete an individualized reading plan. The reading plan should include at least 10 articles from well-regarded, peer-refereed journals. The final project for the course will be a review or application of research. At some point, you will also make a presentation on a topic of your interest to the class. Books suggested for breadth offer a strong starting place for many of the topics of interest noted in our course planning discussions.

Library-related resources. Using the library’s databases will be essential for meeting the course requirements. Annie Armstrong, Associate Professor & Liaison Librarian (Education & Psychology), Coordinator of Teaching and Learning Services, Richard J. Daley Library (rm 2-121), University of Illinois at Chicago, 312-413-3045 (annie@uic.edu) is very helpful for those who need tutorials and other forms of assistance with library resources. Some common questions that Annie can help you with include:

- Do you have a RefWorks account?
- 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.)

These guides are in a constant state of change at the moment, so I welcome any updates you might discover on your journey.

Assignments and Grading
You should organize your time so that readings are completed before coming to group meetings and be prepared to discuss the material. Our group interactions will focus heavily on application, but I am happy to work with anyone who has specific questions about a particular set of findings or theoretical propositions. Everyone is expected to make weekly contributions to our group discussions, but these will take place using a variety of instructional devices. In cases when it is necessary to miss a week, you should submit summaries of your reading and thoughts to your group members and to me. Everyone is also responsible for keeping the class informed about potential absences and obtaining any missed information.
If you wish to work toward an ‘A’ in the course, you should integrate the concepts from the assigned and independent readings into your overall program of study. Your evaluation plan should demonstrate how you intend to do so. When personal and assigned reading lists do not coincide, you may demonstrate breadth in your understanding by writing short reaction papers to articles intended to reflect breadth of knowledge in the field. In such essays, you may critique the assigned readings or offer new directions for study. Outstanding work should enhance your curriculum vitae and writing quality should aim to align with the standards found in published journals.

Grades of “B” will indicate participation in class discussions, a class presentation, and an independent paper do not show how you have integrated themes with your professional goals. A passing grade of “C” will be possible if you turn in a final literature review, but do not meet all the basic proficiency standards. (In doctoral programs, courses where students earn anything less than a “B” are often retaken.)

Your final grade will be calculated using your performance on four tasks, weighted equally. These will include (a) a goals statement and welcome message will be evaluated pass fail (100 points for pass/0 for fail), (b) a mid-term assessment of your progress that includes evidence of class participation (0-100 points), (c) a presentation to the class on a related topic of your choice that can be viewed asynchronously (0-100 points), and (d) a final paper that represents your own scholarship (0-100 points). Templates for each assignment will be generated using our class conversations to ensure that they align with S.M.A.R.T. goals.

Considerations when designing your personal goals. Please think carefully about how I can best help you make progress without over-burdening your schedule with tasks that feel like busywork. 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. I will be assigning you to small working groups that will hopefully include people who share your research interests. Taking advantage of opportunities to receive feedback, orally and in writing, can improve your comprehension of the technical features of a paper. At some point during the semester, you will be asked to complete a formal presentation and discuss possible new directions for your own projects.

Enhancing communication. To enhance communication, everyone will be added to a class listserv that is reserved only for prospective researchers who are interested in some form of social psychology or human development. The syllabus is also posted online: https://thork.people.uic.edu/fair/ and will be updated as the semester progresses. If you bookmark the syllabus, you may need to hit the refresh button periodically to update the links. Syllabi can also be found by doing a search for Terri Thorkildsen and finding the link that includes the word “people”. I will also build a Box.com site in the UIC Box system where our recorded conversations will be stored during the semester after which they will be destroyed.

As a facilitator of a graduate-level course, I will be responsible for supporting discussions and strengthening conversations as students present information about their research. I will pay particular attention to how individuals align practical, theoretical, and evidence-based qualities in their writing and speech across the semester. I will also offer timely feedback on any written communications and assignments that students turn in, conduct a midterm progress assessment for each student, offer supportive materials for the various themes raised as part of the course, and help to draw attention to commonalities and differences in students’ research projects.

As a member of a graduate program, you will be responsible for tracking your own professional growth, labeling skills you are acquiring and skills you still need to learn, and preparing yourself to use the information being shared as part of this course. Ideally, you will generate a narrative about how the information you discover across weeks aligns with this course with other courses you are taking as well as a story about how you might embrace or reject particular theories of social functioning. Such intellectual work requires regular reading, speaking, writing, and listening.
By the end of the semester, your area of specialization should be clear to all the members of our class. Students typically communicate their interests in several ways, including use of the class listserv, contributions to class discussions, or more private conversations with the instructor and classmates. 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—active learning, in other words, is an assumed requirement for all our courses.

Academic Integrity
UIC’s Honor Code as well as the ethical standards of the American Educational Research Association, American Psychological Association, Association for Psychological Science, Sigma Xi: The Scientific Research Honors Society, and Society for Research in Child Development governs all work in this, and all other courses offered in the College of Education. An especially informative site can be found at: https://www.apa.org/ethics/code. Everyone is responsible for becoming familiar with these codes and standards which are available online. Especially important when conducting research, pay attention to the proper use and citations of others’ work, and avoid plagiarism. UIC’s Disciplinary Policies can be found at: https://dos.uic.edu/community-standards/.

Two issues are especially important to discuss as part of our course activities: plagiarism and the use of assignments for more than one course. First, a review of research represents the author’s version of the main information obtained from the readings. Ideally, try to avoid quoting directly from articles; instead highlight the qualities of the data offered in the research. Occasional quotations are acceptable if the quote is accurately cited, following requirements found in the APA style manual. More importantly, try to support all your ideas with empirical evidence instead of relying on “appeals to authority”. There is a wide variety of information that would qualify as evidence and a set of formal rules for citing these sources properly. Failure to cite sources for borrowed ideas is an act of plagiarism. (See https://researchguides.uic.edu/etsd/plagiarism).

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 through which they explore their area of research. When crafting all assignments, be sure to consider the evaluation rubrics that are used to evaluate the assignment, but it is perfectly acceptable to invite more than one professor or peer to read a literature review. The posted grading rubrics offer an outline of how to meet course requirements, and these will differ across courses. Adapting material for each course, but considering the grading rubric, is accepted professional practice as students become more established as a scholar in their field. Formal funding and journal submissions similarly require compliance with rubrics.

Technology and Support
Facing the interesting opportunities offered by the pandemic, we will be learning together how to conduct our work online and meet program goals related to building a sense of community. As you set up your learning environment for the course, Technology Solutions offers helpful resources https://it.uic.edu/. I will post the recorded version of our class meetings in a shared UIC Box folder labeled “Social Psychology of Education”. It will be possible for everyone to edit the folder, allowing for the addition of material, but please make sure not to simply drop and drag when removing content. You are likely to fund other forms of support on the student support site at: https://www.uic.edu/academics/student-support/.

Accessibility
UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for anyone with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. You 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. Anyone with disabilities who requires 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 anyone who needs extra help. Prospective researchers may want to pay particular attention to the resources available at the UIC Writing Center. To move forward in our profession, you will want to get in the habit of writing at least something as often as possible, preferably every day. See http://www.uic.edu/academics/student-support.
## Schedule for Breadth
*(Will change with student involvement)*

<table>
<thead>
<tr>
<th>Tentative Agenda</th>
<th>Topic</th>
<th>Assigned tasks</th>
</tr>
</thead>
</table>
| Aug. 24<sup>th</sup> | Distinguishing social, personality, and developmental psychology  
Goals statement and book preference  
**Book talk advice** | Welcome tasks  
TRUE Colors  
Signature Strengths |
| Aug. 31<sup>st</sup> | Biases to acknowledge and logical fallacies  
List of cognitive biases as they align with decision-making, social functioning, memory, and other human functions | Guiding questions  
KWL reminder  
Reading preparation |
| Sept. 7<sup>th</sup> | Disciplines overview  
Culture and context I  
Vocational virtues | Guiding questions  
KWL reminder  
Reading preparation |
| Sept. 14<sup>th</sup> | Culture and context II  
Theories of group functioning  
Student-teacher interaction  
Supervisor-subordinate interaction  
Peer-peer interaction | Guiding questions  
KWL reminder  
Reading preparation  
**Self-evaluation guide** |
| Sept. 21<sup>st</sup> | Theories of achievement motivation  
Some key definitions | Guiding questions  
KWL reminder  
Reading preparation |
| Sept. 28<sup>th</sup> | Social influence and learning  
Actor-observer bias | Guiding questions  
KWL reminder  
Reading preparation |
| Oct. 5<sup>th</sup> | Self-regulation, attributions, & feedback  
**Marshmallow Test**—Janine | Guiding questions  
KWL reminder  
Reading preparation |
| Oct. 12<sup>th</sup> | Racial Reconciliation I—LaShawn  
Racial Reconciliation II & narrative inquiry—T2 | Guiding questions  
KWL reminder  
Reading preparation |
| Oct. 19<sup>th</sup> | Challenging dysfunctional teams—T2 | Guiding questions  
KWL reminder  
Reading preparation |
<table>
<thead>
<tr>
<th>Tentative Agenda</th>
<th>Topic</th>
<th>Assigned tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 26th</td>
<td>Ego is the Enemy—Younes</td>
<td>Guiding questions</td>
</tr>
<tr>
<td></td>
<td>The Wisdom of the Ego—T2</td>
<td>KWL reminder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading preparation</td>
</tr>
<tr>
<td>Nov. 2nd</td>
<td>Collaborative or Cooperative Learning—Rabia I</td>
<td>Guiding questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KWL reminder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading preparation</td>
</tr>
<tr>
<td>Nov. 9th</td>
<td>Designing a Prosocial Classroom—Rabia Z</td>
<td>Guiding questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KWL reminder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading preparation</td>
</tr>
<tr>
<td>Nov 16th</td>
<td>Culturally Responsive Teaching and the Brain—Bri</td>
<td>Guiding questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KWL reminder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading preparation</td>
</tr>
<tr>
<td>Nov. 23rd</td>
<td>Thanksgiving Week</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Nov. 30th</td>
<td>The Body Keeps the Score—Camille (w Bri)</td>
<td>Guiding questions</td>
</tr>
<tr>
<td></td>
<td>Group dynamics in sport—Jalen (remote)</td>
<td>KWL reminder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading preparation</td>
</tr>
<tr>
<td>Dec. 10th</td>
<td><strong>Final Papers Due</strong></td>
<td><strong>Practitioner final</strong></td>
</tr>
<tr>
<td></td>
<td>Writing tips and grading rubric</td>
<td><strong>Problem statement option</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literature review option</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Proposal option</strong></td>
</tr>
</tbody>
</table>
Suggested Readings by Topical Interests
(To be adapted with input from the course participants)

Biases to acknowledge and logical fallacies


Distinguishing social, personality, and developmental psychology


Methods and foundations


Culture and context


Vocational Virtues I: Social dimensions of creativity


**Vocational Virtues II: Trust, fairness, wisdom, happiness, and other core values**


Theories of group functioning


De Dreu, C. K. W., & West, M. A. (2001). Minority di-


Play and humor in learning environments


**Some theories of motivation**


**Self-regulation**


**Attributions and feedback**


**Theories of identity**


https://doi.org/10.1177/0146167294205013


https://doi.org/10.1093/oxfordhb/9780199936564.013.006


Social Psychology of Education

**Narrative as a means of identity formation**


**Intersectionality and the self**


Leadership


