Prefix and Number: HDFS 8010 Initial Term: Fall 2009

Select One:
New _____  Delete _____  Course Modification x _____

Type of modification:
x _____ Title  x _____ Description  _____ Credit hours

Prerequisites  Grade Type
Number: Old  New

Title: Relationship Development and Process in Childhood and Adolescence

College/School: Human Sciences  Dept: HDFS

Abbreviated Title: Relat Dev & Proc in Chi & Adol (30 spaces total)

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Prerequisites (course must be taken prior to this course) HDFS 7010 (Developmental Science: Childhood and Adolescence, formerly Advanced Child Development).

Corequisites (course must be taken the same term of this course) NA

Prerequisite with concurrency (course may be taken prior to this course or taken during the same term) NA
**Bulletin HDFS 8010 RELATIONSHIP DEVELOPMENT AND PROCESS IN CHILDHOOD AND ADOLESCENCE (3). LEC, Pr. HDFS 7010.** Theoretical and empirical themes focused on processes and dynamics of relationships in childhood and adolescence.

Credit will not be given for both ______________ and ______________

<table>
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**Justification (Indicate reason for change)** The HDFS department is attempting to highlight the sequencing of the core coursework that MS and MS/PHD students face. We have tweaked the names of the first and second year core classes to clearly communicate the developmental emphases of the first two and the relational emphases of the second two classes. This specific request pertains to the first class in the second sequence, relational processes in childhood and adolescence (as did the original content of the "HDFS 8010: Relationship development II: Childhood and Adolescence").

**Additional resources or resource shifting required. If none, please explain.** None

Attach a copy of syllabus to add a new course.

To modify an existing course, attach a copy of the old syllabus and the new syllabus.

To add an honors version of an existing course or to add a distance education version of an existing, attach the existing syllabus and the syllabus for the proposed new course.

No attachment is required to delete course.

Contact Person  Joe F. Pittman
Email  piltmjf@auburn.edu  Phone #: 4-3242

Revised June 2008
### Approvals

#### Undergraduate Requests

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#### Graduate Requests

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Relationship Development and Process in Childhood and Adolescence

HDFS 8010
Three (3) Credit Hours

Instructor
Greg Pettit (gpettit@auburn.edu)
Human Sciences Annex
844-3228

Theoretical and empirical themes focused on processes and dynamics of relationships in childhood.

Format of Class
The course will be conducted using a lecture and seminar format (some of both each week). Typically, during the first portion of the class I will present an overview/introduction to the day's topic. During the second portion of the class an identified student - the Topic Master - will pass out abstracts of outside readings and discussion questions, and make a presentation to the class. The third portion of the class will be class discussion (led by the Topic Master) of the topics and issues raised by the assigned readings and by the presentation and discussion questions.

For each week the general topic is indicated on the course schedule. You'll notice that some of the papers on the reading list are starred. The starred articles are required and available for reading and photocopying on the AU Library e-reserve system. The other articles/chapters are recommended but not required. Topic Masters are expected to read several of the recommended papers for the week that they lead discussion.

Topic Masters
Topic Masters are students who become experts on weekly topics. Each TM will make a presentation to the class on the assigned theme of the week. This may include more detailed treatment of some sub-topics (e.g., one may wish to focus in greater detail on bullies/victims in week 7, or representations of relationships in week 10, or the consequences of abuse during week 11. The TM will identify appropriate articles, organize a presentation that draws on material from assigned readings and the outside readings that he or she has identified, and develop discussion questions for the class. The TM will prepare an abstract of each article to be distributed to the class. The TM also is responsible for developing and distributing a sheet of discussion questions to the class at the beginning of class (at the latest). Assignments for themes/topics will be made during the first and second class meetings.

Course Requirements

Required Readings. Please do all of the assigned reading each week (marked with an asterisk) so that you can make meaningful contributions to class discussion. The set of readings is available online (e-reserve) from the AU library. Students are strongly encouraged to make personal copies of all assigned readings prior to the first class meeting.

Topic Master (TM) Assignments. Beginning on the third week of class, a Topic Master will be responsible for making presentations related to the topic, summarizing assigned readings, and leading discussion over the topic/assigned readings for part of the class period. Specific duties of the TM and points that can be earned for each duty are described below.

1. Abstracts. Each TM is responsible for 5 one-page abstracts of empirical and/or theoretical/review articles on the theme for the week. I'd suggest you select no more than one non-empirical article, however. Make copies of your abstracts to distribute to class members prior to class. Select your articles carefully -- they should be from high quality journals in family and child development and should deal with critical questions (theoretical, measurement, etc.)
regarding the theme. (Selection of appropriate articles will enter into your grade for this assignment.) You may decide to focus the presentation on some particular issue related to the theme. Thus, you may need to read several articles before selecting ones you will abstract. Each abstract must contain the full citation (in APA style) and should be about one single-spaced page in length (or perhaps somewhat shorter, depending on the article). Abstracted articles must not be from the assigned readings. For this assignment you should summarize the author's theoretical perspective, method and measures, general pattern of results, and conclusions, and then provide a critical evaluation of the implications of this article for issues related to your presentation. For instance, an article may speak to a theoretical debate, or provide insight into a thorny measurement issue that you will discuss. Each set of abstracts will be graded independently (i.e., will be graded on its own merits, how well the articles fit with theme, how well the abstract is written, how informative, its critical insights, etc.). Each abstract is worth two points. Total points for abstracts = 10.

2. **Written Discussion Questions:** The TM must write a series of questions (four total) over the assigned readings and the TM’s theme for the week. These should be typed on a single handout and distributed to class members at the beginning of each class (at the latest). What I'm looking for here are questions that will stimulate our thinking about the issues under consideration. Good thought questions are integrative (e.g., explicitly require consideration of multiple sources of information, for example, asking how data from one reading supports/contradicts concepts presented in other readings for that week or previous weeks), and typically don't have a single answer. Neither do they simply ask for an opinion, however. Each discussion question is worth 1.5 points. Total points for discussion questions = 6.

3. **Class Presentation:** Each TM will prepare a presentation related to the day’s theme. You may think of this as practice for presenting a symposium at a professional conference. Therefore, you will want to organize your presentation in some thought-provoking way, for instance, around a critical theoretical issue related to your theme, around measurement issues related to your theme, or some combination. You may provide handouts or use the overhead if that helps make the material clearer and more interesting.

   As part of the presentation the TM also should summarize one of the assigned readings. (Be sure to let me know by the Monday preceding class which reading you wish to summarize.) Spend only about 5-10 minutes going over the highlights of the article or chapter you’re summarizing, pointing out particularly interesting or controversial points, how the information relates to material found in other readings, and/or the implications or importance of the information. Remember: these summaries should be brief! You will receive a higher evaluation for this task if you are able to identify the critical issues rather than describing in detail a paper all class members should have read. Other students in the class will be called on to summarize other assigned readings.

   A third aspect of the TM assignment is to lead discussion over the topic. TMs should exhibit a thorough knowledge of all assigned readings by asking questions of class members that stimulate thinking, contributing to discussion, and taking responsibility for redirecting should the class wander to less productive or tangential issues. (20 points for presentation.)

**Examinations.** A mid-term and final examination will be given. These exams will consist of a mix of short-answer and discussion-type questions. Each examination is worth 25 points (50 points total).

**Class Discussion when not a Topic Master.** A portion of your grade will be based on your contributions and ability to answer questions over readings during the classes when you do not serve as Topic Master. Discussion will be rated on a set of scales for knowledge of assigned readings, questions/comments that indicate you have read and integrated material, and for answering questions over readings put to you by the instructor or class members. Points will not be awarded for relating personal experiences or opinions. Expect to be called on to answer questions over readings every class period. Students will also be asked to summarize those readings not summarized by the TM. Ordinarily, the instructor will solicit volunteers, but individual students may be called on. The same guidelines for oral article summaries described above
for the TM also apply for those students summarizing articles when not serving as TM. (8 points for class participation.)

**Interview Exercise**
This exercise is designed to provide you with a hands-on experience in learning about how children think about close interpersonal relationships. Two children who differ in age and/or sex should be identified and permission to interview solicited from their parents (and assent solicited from the children). For example, you might interview a preschool boy and girl and a junior-high-aged boy and girl. The focus of your interview should be on (a) what is a friend, (b) what do friends do, (c) do friends fight, and (d) how do friends differ from siblings or parents. (Note: These are possible topics. You will be allowed the latitude to devise your own protocol.) It will be important to read material for class meeting number 4 (the role of friendships in children’s development) in order to formulate questions. A brief write-up should be prepared in which you describe the children (age, sex, family composition, if known), the interview protocol, and you summarize the content of the interview, taking into account a developmental perspective. The maximum grade for this exercise is 6 points and will be based on the thoroughness of the interview and the comprehensiveness of the write-up. Length of write-up should not exceed five double-spaced pages. (Students may be asked to briefly describe interesting findings during class discussion of friendships; these informal reports will not figure into the evaluation of this assignment.) Due February 2.

**Summary of Course Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Abstracts</td>
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<td>Mid-term + Final Exam (@ 25 points each)</td>
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**Course Schedule and Assigned (*) and Recommended Readings**

**Week 1: Introduction to Course and Overview of Children’s Peer Relationships**


**Week 2: Developmental and Cross-Cultural Perspectives on Children’s Peer Relationships**


**Week 3: Success in Peer Relationships: Necessity or Luxury?**


**Week 4: What Is a "Friend" and What Role Do Friends Play in Children’s Development?**


**Week 5: Structure and Assessment of Children's Peer Relationships**


**Week 6: Peer Relationship Problems I: Rejection, Aggression, and Sex Differences**


**Week 7: Peer Relationship Problems II: Bullies, Victims, and Social Withdrawal**


**Week 8: Mid-term examination**

**Week 9: Social-cognitive Perspectives on Children's Social Competence with Peers**


**Week 10: Affective and Psychophysiological Perspectives**


Week 11: Family Origins of Children’s Interpersonal Competence: Indirect Effects


Week 12: TBA (SRCD)

Week 13: How Parents Intentionally Seek to Influence Their Children's Peer Relations


Week 14: Friendships and Romantic Relationships: Interconnections


Week 15: Interventions for Children with Peer Relationship Problems


**Week 16: Final Examination**

**GUIDELINES FOR EVALUATION OF STUDENT DISCUSSION**

1. **Quantity/Frequency:** Student contributes to discussion, asks questions frequently.

2. **Careful reading:** Comments, answers, and questions show student has read, carefully and thoroughly, all assigned readings. For instance, student can summarize articles and can generate and answer questions regarding both large and small points (student should have made notes of questions, etc. during reading). Comments are accurate reflections of reading comment.
3. **Relevance:** Student's comments, answers, and questions are directly related and important to the theoretical or empirical issue under consideration. That is, comments/questions advance understanding, clarify, or raise important issues about the topic. Comments about tangentially related personal experiences are generally given low ratings. Comments that are just agreements, obvious misinterpretations of another's comments, etc., are given low ratings.

4. **Integration/Synthesis:** Comments and questions show student has thought deeply about readings and has integrated and synthesized the information (including readings assigned on previous weeks), or in some cases, is questioning and working toward a synthesis. Shallow observations, relating readings to personal experience are given low ratings.

**University and Departmental Rules and Policies**
All university, college, and departmental policies will be followed in this class. This includes policies regarding class absences and official excuses, and policies regarding rescheduling of final exams (i.e., instructors may not change final exam times scheduled by the university and prior scheduled travel plans do not constitute an approved excuse for students to miss or reschedule an exam). If you have questions about policies, please see the *Tiger Cub* or the university *Bulletin*.

**Attendance:**
Although attendance is not required, students are expected to attend all classes.

**Academic Honesty**
Guidelines governing questions of academic honesty are outlined in the *Tiger Cub*, and will be adhered to in this class. University policy stipulates that any suspected violation be reported to the Academic Honesty Committee, thus you are encouraged to read this material (see *Tiger Cub*).

**Students with Special Needs**
It is a policy of Auburn University to provide accessibility to its programs and activities, and reasonable accommodations for persons defined as having a disability under Section 504 of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990. Students who need special accommodations should make an appointment to discuss the Accommodation Memo with me or with the Graduate Teaching Assistant during her office hours. If the scheduled office hours conflict with classes, please arrange an alternate time. If you do not have an Accommodations Memo, but need special accommodations, contact the Program for Auburn Students with Disabilities, 1244 Haley Center; 844-2096 (Voice/TO)

**Criminal Background Checks and Fingerprinting**
By Alabama law, all HDFS students, as well as students from other majors who work with children, youth, adolescents, and the elderly in either a paid or voluntary basis, are required to have criminal background checks and be fingerprinted. Forms can be obtained from Dorothy in the HDFS office, 206 Spidle Hall. Students then must complete the forms exactly as specified and take them to the Lee County Sheriff's Department located in the Lee County Justice Center between the hours of 1-4 pm, Tuesday through Thursday. The cost of the criminal background check/fingerprinting is $49 plus a $5 fee paid to the Sheriff's Department.

**Liability Insurance**
HDFS students are required to have liability insurance. The fee for Student Professional Liability Insurance will be assessed as part of your Bursar bill. Students in other majors are encouraged to obtain this or similar liability coverage.
The purpose of this course is to acquaint students with conceptual issues and empirical research concerning children's interpersonal relationships, especially with peers.

Format of Class
The course will be conducted using a lecture and seminar format (some of both each week). Typically, during the first portion of the class I will present an overview/introduction to the day's topic. During the second portion of the class an identified student - the Topic Master - will pass out abstracts of outside readings and discussion questions, and make a presentation to the class. The third portion of the class will be class discussion (led by the Topic Master) of the topics and issues raised by the assigned readings and by the presentation and discussion questions.

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**Examinations.** A mid-term and final examination will be given. These exams will consist of a mix of short-answer and discussion-type questions. Each examination is worth 25 points (50 points total).

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**Summary of Course Evaluation**

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**Course Schedule and Assigned (*) and Recommended Readings**

**Week 1 - January 12: Introduction to Course and Overview of Children’s Peer Relationships**


**Week 2 - January 19: Developmental and Cross-Cultural Perspectives on Children’s Peer Relationships**


**Week 3 - January 26: Success in Peer Relationships: Necessity or Luxury?**

trajectories of externalizing and internalizing behavior. Developmental Psychology, 37, 308-320


Week 4 - February 2: What Is a “Friend” and What Role Do Friends Play in Children’s Development?


Furman, W., & Buhrmester, D. (1985). Children’s perceptions of the personal relationships in their social


**Week 5 - February 9: Structure and Assessment of Children's Peer Relationships**


young boys' play groups: Developmental differences and behavioral correlates. *Developmental Psychology*, 26, 1017-1025.


**Week 6 - February 16: Peer Relationship Problems I: Rejection, Aggression, and Sex Differences**


Week 7- February 23: Peer Relationship Problems II: Bullies, Victims, and Social Withdrawal


Child Development, 69, 767-790.


Week 8 - March 2: Mid-term examination

Week 9 - March 9: Social-cognitive Perspectives on Children's Social Competence with Peers


**Week 10 - March 16: Affective and Psychophysiological Perspectives**


**Week 11 - March 23: Family Origins of Children’s Interpersonal Competence: Indirect Effects**


Waters, E., Wippman, J., & Sroufe, A. (1979). Attachment, positive affect, and competence in the peer
Week 12 - April 6: TBA (SRCD)

Week 13 - April 13: How Parents Intentionally Seek to Influence Their Children's Peer Relations


Week 14 - April 20: Friendships and Romantic Relationships: Interconnections


Week 15 - April 27: Interventions for Children with Peer Relationship Problems


Week 16 - April 30: Final Examination

GUIDELINES FOR EVALUATION OF STUDENT DISCUSSION

1. **Quantity/Frequency**: Student contributes to discussion, asks questions frequently.

2. **Careful reading**: Comments, answers, and questions show student has read, carefully and
thoroughly, all assigned readings. For instance, student can summarize articles and can generate and answer questions regarding both large and small points (student should have made notes of questions, etc. during reading). Comments are accurate reflections of reading comment.

3. **Relevance:** Student's comments, answers, and questions are directly related and important to the theoretical or empirical issue under consideration. That is, comments/questions advance understanding, clarify, or raise important issues about the topic. Comments about tangentially related personal experiences are generally given low ratings. Comments that are just agreements, obvious misinterpretations of another's comments, etc., are given low ratings.

4. **Integration/Synthesis:** Comments and questions show student has thought deeply about readings and has integrated and synthesized the information (including readings assigned on previous weeks), or in some cases, is questioning and working toward a synthesis. Shallow observations, relating readings to personal experience are given low ratings.