

**Psychology 319: Applied Development
Summer 2008
University of British Columbia
"The Theory and Practice Behind Caring Children & Caring Schools"**

Instructor: Bryan W. Sokol, Ph.D.
Office Hours: by appointment
Email: bryanws@sfu.ca

Teaching Assistant: Lindsey Thomas <lathomas@interchange.ubc.ca>

Website for on-line course materials: TBA

Course Texts (Required and Recommended)

Eisenberg, N. (1992). The caring child. Cambridge: Harvard University Press. (Required)

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.) (2004). Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press. (Required)

Chapters available on-line or at UBC library

Berkowitz, M. W., Sherblom, S. A., Bier, M. C., & Battistich, V. (2006). Educating for positive youth development. In M. Killen & J. Smetana (Eds.), Handbook of moral development (pp. 683-701). Mahwah, NJ: Lawrence Erlbaum Associates. (Required)

Berkowitz, M. W., & Bier, M. C. (2005). What works in character education: A research-driven guide for educators. Washington, DC: Character Education Partnership (Strongly Recommended) Available on-line at:

www.character.org/atf/cf/{D9ED2C0A-D259-4C2F-8CEC-AA29F7595F40}/practitioners_518.pdf

Collaborative for Academic, Social, and Emotional Learning (CASEL) (2003). Safe and sound: An educational leader's guide to evidence-based social and emotional (SEL) programs. Chicago, IL: Author. (Strongly Recommended) Available on-line at:

www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf

Dovidio, J. F., Piliavin, J. A., Schroeder, D. A., & Penner, L. A. (2006). The social psychology of prosocial behavior. Mahwah, NJ: Lawrence Erlbaum Associates. [Chapter 6: The Development of Prosocial Behavior, pp. 180-222] (Required)

Saarni, C. (1997). Emotional competence and self-regulation in childhood. In P. Salovey & D. J. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications (pp. 35-69). New York: Basic Books. (Required)

Schonert-Reichl, K. A., & Hymel, S. (2007). Educating the heart as well as the mind: Social and emotional learning for school and life success. Education Canada, Spring 2007, pp. 20-25. (Strongly Recommended) Available on-line at:

www.cea-ace.ca/media/edcan/Educating_Heart_Spring07.pdf

Note: Additional reading materials may be placed on reserve at UBC's Library or distributed in class as handouts. Students are responsible for attending class regularly in order to receive announcements regarding these additional readings.

Schedule of Readings/Assignments (subject to change as need arises)

Week 1

Tuesday, June 17

Dovidio et al.; Eisenberg, Chp 1

Thursday, June 19

Eisenberg, Chps 2-4

Week 2

Tuesday, June 24
Thursday, June 26

Eisenberg, Chps 5-7
Eisenberg, Chps 8-10

Week 3

Tuesday, July 1
Thursday, July 3

No Class
Exam (no make-up opportunities available)

Week 4

Tuesday, July 8
Thursday, July 10

Saarni; Berkowitz et al.; Schonert-Reichl & Hymel
Zin et al., Chps 1-2

Week 5

Tuesday, July 15
Thursday, July 17

Zin et al., Chps 3 & 9
Zin et al., Chps 7 & 10

Week 6

Tuesday, July 22
Thursday, July 24

Zin et al., Chps 8 & 11
Final Project Due

Course Assignments, Student Evaluation, and Grading Policies

Exam (MC & Short Essay)	40%
Quizzes/Participation	10%
Final Project (5-7 page paper)	50%

Class Attendance/Participation. Students are required to be present and on time for class. Although no plans have been made to conduct a daily roll call, there will be two unannounced quizzes given in class. The quizzes will be open-book and open-note and relatively short (just two or three questions). **No make-up opportunities will be offered;** together the two quizzes constitute 10% of the marks for this course.

Missed Exams and Late Assignments. Because the course takes place over a truncated (and intense) period, there will be **no time for opportunities to make-up missed assignments or exams.** Late assignments will not be tolerated. Although the tentative reading schedule (listed above) indicates exam and assignment due dates, please note that these are subject to revision as the need arises. It is each student's personal responsibility to attend class for announcements of any schedule changes.

No Grade Negotiation. There will be no opportunities for "extra credit" to improve grades that have already been earned. Bargaining for grades (e.g. "I need a B because....") will not be tolerated. The only way to achieve the minimum grade that you require is to attend class regularly, participate often, study hard, and successfully complete all assignments.

Grading Scale

A (80% - 100%) B (68% - 79%) C (55% - 67%) D (50% - 54%) F (< 50%)

Academic Integrity and Honesty

Every student should be aware of the university's policy on academic honesty. This course will be conducted in accord with this policy. The policy is available at: www.students.ubc.ca/calendar/index.cfm?tree=3,286,0,0

Miscellany

Laptop computers may be used for course related purposes only (e.g., no web-surfing or checking email). All other electronic devices (e.g., cell phones, pda's, etc.) should be turned off prior to class.