

## SAMPLE SECTION SYLLABUS

# Sociology 000

Sections: Tuesday 10:00 - 12:00 in 2413 Mason Hall (23)  
Tuesday 3:00 - 5:00 in 2412 Mason Hall (25)

Graduate Student Instructor: Tasleem Padamsee (Tasi)

Email: email@umich.edu

Phone #: 123-4567 (before 9:30 pm)

Mailbox: 0000 LS&A Building

Office: 0000 LS&A Building

Office Hours: Thursday 11:00 - 12:00 and **by appointment**

**Objectives:** The purpose of the discussion section is to clarify your understanding of the concepts covered in the lectures and readings. In order to achieve this, section will consist of a mix of small group work, large group discussions, and other active learning exercises. In addition to the weekly readings, you will be required to complete short assignments in preparation for each section.

**Grading:** **A total of 40% of your grade for Sociology 100 is determined in section. Your preparation, attendance, and participation are vital.**

25% of your total grade comes from short quizzes on the readings, which will be given in section. There will be 5 quizzes, of which the lowest grade will be dropped. A missed quiz will count as the lowest grade.

15% of your total grade is determined by the remainder of discussion section activities: your attendance in section, your active participation, and the quality of your preparation (written assignments, readings, and other work completed thoughtfully and by the deadline).

**Teaching & Learning:** The best learning environment is a result of the efforts of both students and instructors. We can all learn a lot from one another, but we must each recognize our responsibilities to the group and our work this semester.

The responsibilities of the student include:

- reading required articles and completing other assigned work on time
- coming to section prepared with questions about the readings or lecture
- coming to section on time and prepared to participate
- respecting the views and learning needs of other students
- consulting with the GSI or Professor about any problems in the course

The responsibilities of the GSI include:

- coming to section prepared to facilitate discussion and learning
- being responsive to the needs of students in section and office hours
- giving students guidance about how to improve their performance
- respecting the views and learning needs of the students
- working with students and/or the Professor to resolve any problems in the course

*If you feel you need an accommodation for any sort of disability, please make an appointment to see me during my office hours.*

## SAMPLE SECTION SYLLABUS

# Psychology 000

### Sections:

005	Wednesday	5pm-6pm
006	Thursday	9am-10am
007	Thursday	10am-11am

GSI:	Name
Office:	Office Number
Office Hours:	Wednesday 12-1pm and 2:30-3:30pm and by appointment
Office Phone:	123-4567
Email:	email@umich.edu (Email is the best way to contact me. Please expect a response between 9am and 5pm, Monday through Friday.)
Mailbox:	Mailbox Number

## Course objectives

- Discuss issues and concepts raised in lecture and the readings
- Develop critical thinking about concepts and research in developmental psychology
- Apply developmental theories and concepts to real-life issues, including your personal life
- Critique empirical research
- Have fun exploring developmental issues

## Course requirements

You can earn a **total of 100 points** in this section.

### *Section participation*

*10 points*

Participating in section involves attending each section and being attentive to the class discussion or activity. You should demonstrate your knowledge of the class readings by making thoughtful comments, as well as asking clarification questions about readings and concepts when necessary. Engaging in activities irrelevant to class or arriving late to class will result in point deductions from your grade. Not making a real attempt to complete tasks or failing to participate in the activities is unacceptable.

### *Research critique papers*

*20 points*

Once during the semester you will write a critical review of an empirical research study. You will be given a choice of articles from a particular developmental period. Your review should be 4-5 pages, double-spaced, typed, in Times New Roman, 12 point, with 1" margins. Do not go over or under that page limit. Additional guidelines for the papers will be handed out during the second week of class. Please be sure to sign up for a research critique paper during the second section meeting.

Here are the due dates for the research critiques:

Developmental period	Wed. Section Dates	Thurs. Section Dates
Infancy	February 13	February 14
Childhood	March 13	March 14
Adolescence	March 20	March 21
Adulthood	April 3	April 4
Middle/Late Adulthood*	April 15	April 15

\*Please note that the critique for middle/late adulthood is due on a **Monday** in a box in Room 2229 (the Developmental office) by 5:00pm.

*Center for Research on Learning and Teaching*

Once during the semester you and four of your classmates will make a 20-25 minute presentation to the class. Your group should select a **controversial topic** (e.g. teen pregnancy, television/video game violence, children's eyewitness testimony, euthanasia) focusing on a specific developmental period. Choose topics that are fun for you and your classmates. Be creative and design an activity (e.g. game, skit, debate, in-class demonstrations, discussion questions, role-playing) that is interactive. **Do not lecture.**

**Present more than one perspective on your topic** (e.g. consider culture, race, ethnicity, age, gender, etc.) and discuss how developmental theories, concepts and research findings apply to your topic. Are your arguments supported or negated by the developmental research, concepts, and theory discussed in the class material? **You should make connections to the material used in class as well as conduct outside research on your topic, including research from at least two peer-reviewed journals.**

Each group must **meet with me at least once the week before your presentation.** It is your responsibility to schedule a meeting with me. For example, if your presentation is on March 20, we should have already met by March 13. By meeting with me, you have the opportunity to ask questions, clarify any issues, and receive guidance. Please come prepared to answer the following questions or brainstorm possibilities:

1. How will you incorporate developmental theories and concepts in your presentation?
2. How will you attend to issues of diversity (i.e. how do the concepts or issues apply to different populations of ethnic/racial groups? Socioeconomic groups? Sexual orientation? Gender? Etc.)?
3. How will you engage the class?

Here is the breakdown of the group presentation:

**Effort rating (5 points):** You will rate the contribution of all group members (including yourself) in the planning, preparation, and presentation of your topic.

**Handout (5 points):** Your group must prepare a handout for the class of the key points and arguments to give to your classmates on the day of your presentation. In your handout, you should cite the sources of your information and include a page of references in APA format. I will photocopy your handout if you can get it to me (either via email or in my mailbox) by 5pm the Monday before your presentation.

**Summary (10 points):** Your group must hand in a summary of your presentation (4-5 pages, double-spaced, typed, in Times New Roman font, 12 point, with 1" margins) on the due date. It should include the main issue of your presentation, a discussion of how developmental theories and research findings apply to your issue, and a list of outside references (**cited using APA format**). Do not go over or under the page limit.

**Presentation (20 points):** The presentation will be evaluated on **(a) quality of preparation** (e.g. level of organization and thoughtfulness), **(b) the content of the presentation** (e.g. have you interpreted and presented the issues correctly? Have you provided more than one viewpoint? Have you related your topic to developmental theories, concepts, and research? Have you given attention to how these issues operate for people from diverse groups? How well have you done outside research on the topic?) and **(c) the extent to which you engage** the class in a meaningful discussion of your topic.

Here is a list of dates for the presentations. On the sign-up sheet, please indicate your top three choices. Groups will be announced at the second section meeting.

Developmental period	Wed. Section Dates	Thurs. Section Dates
Infancy	February 6	February 7
Childhood	March 13	March 14
Adolescence	March 20	March 21
Adulthood	April 3	April 4
Middle/Late Adulthood	April 10	April 11

### *Reaction Papers*

*30 points*

Twice during the semester you will write a paper in reaction to the supplemental readings. During the second week of section, you will sign up for the two articles you wish to address. Each paper should be 3-4 pages in length, double-spaced, typed, in Times New Roman font, 12 point, with 1" margins, using APA format. Each paper is worth 15 points.

Reaction papers are an opportunity to express critical thinking and your opinions based on what you have learned in lecture, the text, and section. **Your papers should not be a summary of the article. Instead, you should integrate your reaction to the topic along with the class material.** Do you agree with the way the topic is presented? Why or why not? How do your own experiences support or contradict the topic? How does the information presented in the supplemental article support or contradict the material we've covered in class?

Reaction papers will be evaluated based on your articulation of the topic or thesis of your essay, the organization of your thoughts and ideas, and your integration of theories and concepts from lecture, text, and section.

Article	Wed. Section Due Date	Thurs. Section Due Date
1. Shiono & Behrman (1995)	January 23	January 24
2. NAEYC (1996)	February 20	February 21
3. Eccles (1999)	March 13	March 14
4. Sex and the media (TBA)	March 27	March 28
5. Arnett (2000)	April 3	April 4
6. Carstensen & Charles (1998)*	April 15	April 15

\*Please note that paper #6 is due on a **Monday** in a box in Room 2229 (the Developmental office) by 5:00pm.

### **Things to keep in mind:**

- There will be **no opportunities for extra credit or rewrites.**
- **There is some overlap with the due dates for the assignments.** Please be mindful of this when making your preferences for the group presentation and when signing up for critique and reaction papers. I will make every effort to assign your first or second choice for the group presentation; however, this will not always be possible.
- **All assignments are due at the beginning of section.** Assignments received after this time will be considered late (see "Late assignments" section below).

### **Class policies**

Attendance: **You are required to attend every section meeting.** I will take attendance at the beginning of each section. Each unexcused absence will result in a **5-point deduction** from your overall section grade at the end of the semester. If you are absent, you are responsible for any material covered.

Plagiarism: Plagiarism involves presenting someone else's words or ideas as your own. This includes using someone else's assignment as your own as well as failing to properly cite the sources of ideas or words. **I will**

**report any student caught plagiarizing** to the Academic Judiciary Board. Plagiarizing can also result in getting a zero on the assignment and failing the course.

For information on citing sources, check the APA publication manual or contact me during office hours.

Academic integrity: The University of Michigan does not tolerate academic dishonesty (i.e. cheating). Anyone caught cheating will be reported to the Academic Judiciary Board. If you are having problems with the course material, come to office hours or make an appointment to see me. **Do not cheat.**

Late assignments: **All section assignments are due at the beginning of section.** I will not grant extensions for any assignments. Late assignments will receive one full letter grade deduction each day they are late (including weekends and holidays). This means that an A paper will receive a B if it is one day late, a C if it is two days late, etc. **No assignments will be accepted after April 15, 5:00pm.**

Accommodations: Let me know **at the beginning of the term** (i.e. by the first or second section) of any special accommodations that you need due to learning disabilities, religious practices, physical requirements, medical needs, etc.

#### *Resources*

Recommended journals for papers and presentations (an extensive but not exhaustive list):

Adolescence	Journal of Abnormal Child Psychology
Aging and Mental Health	Journal of Applied Developmental Psychology
American Education Research Journal	Journal of Cross-Cultural Psychology
Child Development	Journal of Educational Psychology
Cognition	Journal of Gerontology
Cognition and Emotion	Journal of Marriage and the Family
Cognitive Development	Journal of Personality and Social Psychology
Developmental Psychology	Journal of Social Issues
Developmental Psychopathology	Journal of Youth and Adolescence
Early Education and Development	Learning and Memory
Educational Psychologist	Merrill-Palmer Quarterly
Health Psychologist	Psychology and Aging
Human Development	Sex Roles
Infant Behavior and Development	Social Development

#### Writing help:

All assignments should be written clearly, coherently, and grammatically correct. **Please proofread all assignments before submitting them.** You may want to contact the Sweetland Writing Center (1139 Angell Hall, 764-0429, [www.lsa.umich.edu/swc](http://www.lsa.umich.edu/swc)) to get feedback on drafts of your work.

#### Counseling services:

Because the material we cover in class will sometimes involve sensitive and personal issues, students may experience feelings or reactions they find difficult to cope with. Counseling and Psychological Services might be able to help in these situations (3100 Michigan Union, 764-8312)

## Section Schedule

<i>Wed. Section Date</i>	<i>Thurs. Section Date</i>	<i>Topic</i>	<i>Assignment Due</i>
January 9	January 10	Introduction and section organization	
January 16	January 17	Research methods	
January 23	January 24	Childbirth/ Prenatal development	Reaction Paper #1
January 30	January 31	Infancy	
February 6	February 7	Language development	Infancy Group Presentation
February 13	February 14	Attachment	Infancy Critique
February 20	February 21	Early Childhood	Reaction Paper #2
February 27	February 28	Spring Break-No Section	
March 6	March 7		
March 13	March 14	Middle Childhood	Childhood Group Presentation Childhood Critique Reaction Paper #3
March 20	March 21	Puberty, Teen Pregnancy, Adolescent Relationships	Adolescence Group Presentation Adolescence Critique
March 27	March 28	Early Adulthood	Reaction Paper #4
April 3	April 4	Developmental Tasks of Young Adulthood	Adulthood Group Presentation Adulthood Critique Reaction Paper #5
April 10	April 11	Mid-life crisis, Menopause	Middle/Late Adulthood Group Presentation
April 15	April 15		Middle/Late Adulthood Critique* Reaction Paper #6*

\*On Monday, April 15, the middle/late adulthood critique and reaction paper #6 are due in the Developmental Office (2229 East Hall) by 5:00pm.