

**San Francisco State University's College of Science & Engineering
PSY 433-01: Social, Emotional, and Personality Development FA2025 (In Person)**

Instructor: Dr. Juliana Karras, jkarras@sfsu.edu
Class Time: Mondays & Wednesdays, 9:30am-10:45am (3 units)
Location: In Person – BH 236
Office Hours: By appointment <https://jkarras.youcanbook.me>
Prerequisites: Psych or CAD majors; PSY 330, PSY 431, or CAD 210, or CAD 410

Contact Info

You are welcome to call me Professor Karras or Dr. Karras. E-mail is the best way to reach me: jkarras@sfsu.edu. I often respond day or night but please give me a 48-hour turnaround window. You'll likely reach me fastest on weekdays (Monday-Friday before 5pm).

Required Textbook

- Parke, R. D., Roisman, G. I., & Rose, A. J. (2019). [Social development \(Third ed.\)](#). Hoboken, NJ: Wiley. 3rd edition.
- *Any additional supplementary readings will be posted on Canvas as PDFs*

Course Description

Social, Emotional, and Personality Development (SEPD) is an advanced course in developmental psychology covering theory and data in the areas of emotional, social, and personality development over the life span. The goal of the course is to review contemporary theory, research, and methods that will give you deeper understanding social and emotional development, especially during childhood. Together we will examine key developmental processes, critically reflect on the material, and make connections to real-world issues.

Course Learning Objectives

In this course, we will study the social changes and development that occur throughout the lifespan. We will cover several aspects of these changes:

- What Changes? Milestones of social, emotional, and personality development
- Why does it change? Theories of development
- How do we know? Approaches to developmental research
- What to do with this? Research implications of social, emotional, & personality development

Student Learning Outcomes

- Learn specifics about SEPD as well as the major issues and research methods in this field.
- Develop the analytic and reasoning skills used by developmental researchers.
- Explore your personal views of human development as they pertain to your own life or the lives of people you know.

Respectful Community

At times, we may share personal information in class. It is expected that we will respect each other's privacy. So please honor the information we share in class by not repeating or discussing it with others outside of the course. In addition, we will co-create our own Community Agreements (e.g., "The R.O.P.E.S.", Respect, Openness, Participation, Enthusiasm,

Sensitivity) that we will use to guide our dialogue and engagement with each other throughout the course across all spaces (e.g., forum threads, breakout rooms, presentations, etc.).

Canvas Website

Students are required to use Canvas and will need to access it for all course activities and assignments. Announcements will be posted via Canvas. Please configure your SFSU email to ensure that messages are automatically forwarded to the email you check regularly. It is essential that you can receive emails through the Canvas to help you stay on track.

Late Assignments

Assignments turned in 1 day late will result in a 10% point deduction, 2 days late a 20% deduction, 3 days late a 30% deduction, 4 days late a 40% deduction, and 5 days late a 50% deduction. Assignments will not be accepted that are more than 5 days late. All due dates are given at the beginning of the semester. ***Please reach out if you encounter challenges this semester.***

Written Assignments

All written assignments that are part of the portfolio project should be written in Times New Roman, size 12 font, double-spaced, in APA style. All in-text citations and the reference list should follow APA style. Resources for APA style will be available on Canvas. Adherence to APA style will be included in each grading rubric for written assignments.
<https://owl.english.purdue.edu/owl/resource/560/01/>

Grading Scale

A	100 – 93	B+	89 – 87	C+	79 – 77	D+	69 – 67	F	<60 – 0
A-	92 – 90	B	86 – 83	C	76 – 73	D	66 – 63		
		B-	82 – 80	C-	72 – 70	D -	62 – 60		

Incompletes

Incompletes will only be assigned in accordance with the SFSU policy (refer to the University Bulletin under “[Grading Policy](#)”).

Academic Integrity

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by the [SFSU Code of Conduct](#). Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism is a specific form of cheating, which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material. Changing a few words in a sentence from another source (e.g., textbook, articles, Wikipedia, etc.) is still considered plagiarism. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found [online](#).

Disclosures of Sexual Violence (Title IX)

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place – (415) 338-

2208; psyservs.sfsu.edu/content/safe-place; [Counseling & Psychological Services \(CAPS\)](#) is available for regularly enrolled (matriculated) undergraduate and graduate students. ***CAPS is open and providing Telebehavioral health Services via remote counseling and in-person.***

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The [Disability Programs and Resource Center \(DPRC\)](#) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email to dprc@sfsu.edu.

Student/ Community Resources

The [Tutoring and Academic Support Center \(TASC\)](#) is a new university-wide center that supports the academic success of all San Francisco State students. At TASC, you will meet tutors who care about you, and about what and how you learn. Tutors will assist you in completing specific assignments as you strengthen your overall academic skills. Tutors are available to work with you one-on-one and in small groups in sessions tailored to your unique needs and learning styles. They are there to support you in your goal of succeeding at the university. TASC offers appointments for most subjects. ***TASC is open and will be offering services online via Zoom and in-person.***

Supports for Students

Food+Shelter+Success is committed to supporting student basic needs during the University's COVID-19 precautions. Our physical office is closed, but we are open virtually. You can reach us at basicneeds@sfsu.edu or 415-338-1203. <https://basicneeds.sfsu.edu/>

LGBTQ+ and Questioning Drop-In, In-Person Support Group

CAPS and the LGBTQIA+ Student Life program within the Division of Equity and Community Inclusion are co-sponsoring the group. FA25 TBD in the Student Services Building, Room 401. **Facilitator:** Rick Nizzardini, LCSW, please contact Rick at: rnizzard@sfsu.edu

Immigration Resources

Your designated contact on campus for concerns about immigration orders and inquiries is **Jamillah Moore**, Vice President for Student Affairs & Enrollment Management or **Frederick Smith**, Associate Vice President for Equity, Community, and Inclusion. At (415) 338-2032 or vpsaem@sfsu.edu. **Resources can be found [here](#).**

General Disclaimer

The syllabus is an outline and may change as the course progresses (e.g., schedule changes, modification of assignments, etc.). Any changes will be announced in class or Canvas.

Audio, Photos, or Video Policy

- Students may not capture audio, photos, or video from class sessions on their own devices without the explicit permission of the instructor and everyone present, unless part of a DPRC-authorized accommodation.
- Students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio or chat transcripts in any setting outside the class, and that violations of this are subject to student disciplinary action.

COURSE ASSIGNMENTS & GRADING BREAKDOWN OUT OF TOTAL 100 POINTS

All grading rubrics will be posted on Canvas

(17/100) Class Participation: Class participation will be worth 17% of your final grade.

- Your voice, perspectives, and insights will strengthen the quality of our course, especially questions, comments, and critiques that reflect thoughtful analysis of course material and provoke stimulating discussions of important theoretical and methodological issues.
- Participation includes engaging with **in-class activities**.
- Your participation grade will be measured by your attendance to and engagement in class.
- Each student is able to opt out of **four** classes of their choosing.
- There is no need to contact me regarding a class 'absence' unless an emergency will require you to miss **more than four** classes.
- Each absence in excess of **four** classes will result in 1 point off from final participation grade.
- *Given the uncertainty facing many of us this year, please reach out to me if you are experiencing challenges with participation.*

(33/100) Question, Comment, and Criticism (QCC): For Chapters 2-13 students will submit a question, a comment, and a criticism regarding the reading to Canvas.

- For full credit each submission should be:
 - Minimum of **150 words total**
 - Thoughtfully written and proofread
 - Address **three** different key concepts from the chapter
 - Tip – Make your Question, Comment, and Criticism each about a different topic
- The purpose of this assignment is to encourage you to critically reflect on the readings *and* promote your class participation by giving you space to come to class prepared for discussion.
- Each submission is worth **3 points** and is due by **11:59pm the Monday they are listed**. For example, QCC CH. 4 is listed Wk 5 (Mon, 09/22), meaning it should be submitted by Monday, 09/22 by 11:59pm.
- Completion of all 11 QCCs are worth 33% of your final grade.
- *Readings outlined in the syllabus are subject to change depending on how we progress throughout the course.*

(15/100) Pop-Culture/Critical Thinking Group Discussion: At the beginning of the semester, each student will sign up to be in a **group of ~6** that leads a brief critical discussion of one chapter.

- By group, students will pick one of the following chapters: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- **Group discussions** will occur on **Wednesdays**
- The goal of the group-led discussion is for students to provoke respectful, critical and thoughtful analysis of the reading, especially by connecting the topic to related pop-culture issues that illuminate the chapter's major concepts **AND** address QCC themes from peers.
- Students are encouraged to get creative with their approach to discussions of the chapters, e.g. incorporate multi-media spanning from **YouTube videos** to **recent events** in the news to **song lyrics** to **podcasts** to **social media**, etc. to communicate the chapter's main ideas or issues.
- It is the responsibility of the group to stimulate in-class participation/engagement.
- The use of activities, PowerPoint, or digital resources are strongly encouraged. Students will be in **groups of ~six** (final group sizes are subject to change pending final enrollment).

- The group discussion is worth 15 points, totaling 15% of your final grade.
- ***You do not need to complete a QCC for your group chapter.***

(35/100) Portfolio Assignment: The portfolio assignment will be worth 35% of your final grade.

- The purpose of this project is to apply course concepts to a real-world issue within SEPD while learning how to collaborate with peers.
- The **same group** students join as part of their **Pop-Culture/Critical Thinking Group Discussion** will collectively choose a **major topic** related to their group's chapter at the beginning of the semester and submit components of their portfolio ***as a group*** throughout the course.
- Components include:
 - (1) topic statement (**5 points**)
 - (2) annotated bibliography (**10 points**)
 - (3) literature review (**20 points**) (7-11 pages of writing)
- Each piece will be **submitted to Canvas before class begins (i.e., 9:30am)** on the due date. For example, the Annotated Bibliography is listed in Wk 10 on Wed, 10/29, meaning it should be submitted Wednesday 10/29 by 9:30am.
- In-class time will be regularly provided throughout the course for students to work together on each component.

Extra Credit: Opportunities for extra credit will be announced in class throughout the semester. Student suggestions are welcome, especially regarding engagement with local/global contemporary issues (e.g., protest; advocacy; community work, etc.)



<i>Wk</i>	<i>Date</i>	<i>Topic</i>	<i>Come to Class Having Read</i>	<i>Assignment Due</i>
Section I: Theories, Themes, and Tools for Discovery				
1	Mon, 08/25	Class Intro	Syllabus	<i>In Class – Community Building</i>
	Wed, 08/27	Introduction: Theories of Social Development	SD Chapter 1	<i>In Class – Community Building</i>
2	Mon, 09/01	NO CLASS – LABOR DAY		
	Wed, 09/03	Introduction: Theories of Social Development	SD Chapter 1	<i>In Class – Community Building</i>
3	Mon, 09/08	Research Methods: Tools for Discovery	SD Chapter 2	QCC CH 2 <i>In Class – Community Building</i>
	Wed, 09/10	Research Methods: Tools for Discovery	SD Chapter 2	<i>In Class – Pop-Disc. & Topic Sign Up</i>
4	Mon, 09/15	Biological Foundations: Roots in Neurons and Genes	SD Chapter 3	QCC CH 3 [ADD/DROP]
	Wed, 09/17	Biological Foundations: Roots in Neurons and Genes	SD Chapter 3	<i>In Class Group Work – Topic Statement</i>
Section II: Early Tasks of Social Development				
5	Mon, 09/22	Attachment: Forming Close Relationships	SD Chapter 4	QCC CH 4
	Wed, 09/24	Attachment: Forming Close Relationships	SD Chapter 4	<i>In Class Group Work – Topic Statement</i>
6	Mon, 09/29	Emotions: Thoughts about Feelings	SD Chapter 5	QCC CH 5
	Wed, 10/01	Emotions: Thoughts about Feelings	SD Chapter 5	<i>In Class Group Work – Topic Statement</i>
7	Mon, 10/06	Self and Other: Getting to Know Me, Getting to Know You	SD Chapter 6	QCC CH 6
	Wed, 10/08	Self and Other: Getting to Know Me, Getting to Know You	SD Chapter 6	Topic Statement
Section III: Contexts of Social Development				
8	Mon, 10/13	Family: Early and Enduring Influences	SD Chapter 7	QCC CH 7
	Wed, 10/15	Family: Early and Enduring Influences	SD Chapter 7	<i>In Class Group Work – Annotated Bibliography</i>



9	Mon, 10/20	Peers: A World of Their Own	SD Chapter 8	QCC CH 8
	Wed, 10/22	Peers: A World of Their Own	SD Chapter 8	<i>In Class Group Work – Annotated Bibliography</i>
10	Mon, 10/27	Schools, Mentors, and Media: Connections with Society	SD Chapter 9	QCC CH 9
	Wed, 10/29	Schools, Mentors, and Media: Connections with Society	SD Chapter 9	Annotated Bibliography
Section IV: Processes and Products of Social Development				
11	Mon, 11/3	Sex and Gender: Vive La Différence?	SD Chapter 10	QCC CH 10
	Wed, 11/5	Sex and Gender: Vive La Différence?	SD Chapter 10	<i>In Class Group Work – Literature Review</i>
12	Mon, 11/10	Morality: Knowing Right, Doing Good	SD Chapter 11	QCC CH 11
	Wed, 11/12	Morality: Knowing Right, Doing Good	SD Chapter 11	<i>In Class Group Work – Literature Review</i>
13	Mon, 11/17	Aggression: Insult and Injury	SD Chapter 12	QCC CH 12 [WITHDRAWAL]
	Wed, 11/19	Aggression: Insult and Injury	SD Chapter 12	<i>In Class Group Work – Literature Review</i>
14	Mon, 11/24	NO CLASS – FALL RECESS		
	Wed, 11/26	NO CLASS – FALL RECESS		
Section V: Policy & Prospects				
15	Mon, 12/1	Policy: Improving Children's Lives	SD Chapter 13	QCC CH 13
	Wed, 12/03	Policy: Improving Children's Lives	SD Chapter 13	<i>In Class Group Work – Literature Review [12/5 - CR/NC]</i>
16	Mon, 12/8	Overarching Themes: Integrating Social Development	SD Chapter 14	
	Wed, 12/10	Overarching Themes: Integrating Social Development	SD Chapter 14	<i>In Class Group Work – Literature Review</i>
FNL	Fri, 12/12	FINAL PRODUCT DUE		Literature Review