

University of Nevada, Las Vegas
Department of Counselor Education, School Psychology, & Human
Services

EPP 772
Doctoral Seminar in Psychological Science
Summer 2019

Credit Hours: 3 credits
Class Meetings: Online
Instructor:
Office:
Office Phone:
E-mail:
Office Hours: By appointment; video, or phone call

COURSE DESCRIPTION

This seminar course is designed for advanced doctoral students in school psychology to achieve depth in their learning on special topics of professional psychology that meet the Standards for Accreditation of the American Psychological Association (APA). This integrative seminar will cover topics related to (a) social bases of behavior and (b) human development. During the course, students will articulate an understanding of theory, areas of focus, and methods used within the fields of social psychology and human development and demonstrate the ability to integrate and apply this knowledge within their area of scholarship.

LEARNING OUTCOMES

By the end of the course, students will demonstrate:

1. An understanding of the major theories, concepts, and empirical findings related to cognitive development, social-emotional development, and social processes.
2. The ability to critically evaluate research methods and empirical interpretations in both developmental and social psychology from primary sources.
3. The ability to integrate methods and theories of social psychology and developmental psychology and apply this integrated knowledge to one's own areas of scholarship.
4. An understanding of individual and cross-cultural variation in developmental and social processes.
5. The ability to collaborate with other students and lead discussions of course content.

COURSE OBJECTIVES

Learning outcomes for this course reflect the following *Standards for Graduate Preparation of School Psychologists* (NASP, 2010):

2.3 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.8 Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective

practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

| Standards for Graduate Preparation of School Psychologists (NASP, 2010) | Course Learning Objectives | | | | | |
|--|----------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.3 Interventions and Instructional Support to Develop Academic Skills | x | | x | | x | |
| 2.4 Interventions and Mental Health Services to Develop Social and Life Skills | x | | x | | x | |
| 2.8 Diversity in Development and Learning | x | | | x | | |
| 2.9 Research and Program Evaluation | | x | x | | | |
| 2.10 Legal, Ethical, and Professional Practice | | | | | | x |

Learning outcomes for this course reflect the following areas from the *American Psychological Association's (APA) Accreditation Domain B: Program Philosophy, Objectives, and Curriculum Plan*:

1. Social bases of behavior for example: Social psychology, organizational theory, community psychology, and social development
2. Research design and methodology
3. Human development (developmental psychology, child development, adult development, and aging)
4. Cultural and individual differences and diversity

| APA Accreditation Domain B: Program Philosophy, Objectives, and Curriculum Plan | Course Learning Objectives | | | | | |
|---|----------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Social Bases of Behavior | x | | x | | x | x |
| Research Design and Methodology | | x | x | | | x |
| Human Development | x | | x | | x | x |
| Cultural and Individual Differences and Diversity | | | | x | | |

COURSE FORMAT

This asynchronous online course uses a variety of instructional methods, including but not limited to the following:

- a) Collaborative learning activities: class discussions, critical thinking activities, group projects, student presentations.
- b) Independent Learning: course reading, preparation for class activities and assignments, and written work (online and academic essays).

Because this is an asynchronous online course, students will be able to participate in course activities independently. However, to ensure that students are progressing through the course uniformly, course materials will be made available as dictated by the course schedule.

REQUIRED TEXTS

Bornstein, M. H., & Lamb, M. E. (Eds.). (2015). *Developmental science: An advanced textbook* (7th ed.). New York, NY, US: Psychology Press.

Finkel, E. J., & Baumeister, R. F. (Eds.). (2019). *Advanced Social Psychology: The state of the science* (2nd ed.). New York, NY, US: Oxford University Press.

COURSE REQUIREMENTS

This is an online course. All class activities and assignments will be conducted using WebCampus(Canvas). If you have any difficulties accessing the web site for this course, contact Student Computing Resources at 702-895-0761.

1. Online Discussions

- a. Students will contribute to weekly online class discussions in the form of at least 2 informative posts per course topic using WebCampus(Canvas) discussion boards.
- b. Students are encouraged to ask questions, answer questions, or make substantive comments about the content contained in the course materials for each topic. Additional discussion threads will be made available as the course progresses to encourage active discussion.
- c. Each student must post a minimum of 2 questions, answers, or thoughts to each week's discussion.
 - i. Posts must be related to the discussion topic to meet this requirement.
 - ii. Some discussions may contain multiple threads. In these instances, students are not required to post messages within all threads.
- d. *Participation will be evaluated based on how successfully students' discussion contributions reflect critical analysis of the course material and stimulates ongoing discussion on the topic.*

2. Reflection Papers

- a. Papers represent your reflection of the readings for each topic. For example, this might include thoughts regarding how the readings inform:
 - i. school psychology research or practice
 - ii. a cultural ecological model of practice
 - iii. understating of social justice
 - iv. your own area of research/scholarship
 - v. understanding of current events
 - vi. understanding of variation between or within groups
- b. Although length may vary depending on the study, summaries should be approximately 1 to 2 pages in length.
- c. *Reflection Papers will be evaluated for writing quality, understanding of reading material, and successful application of concepts to outside contexts.*

3. Exam 1 (Social Emphasis)

- a. The exam will include short answer and essay questions covering theories, concepts, empirical findings, and methods covered in Social Psychology sections the course
Exam 1 will be evaluated for writing quality, breadth of knowledge of the material, and ability to apply understanding of the material to research and practice situations.
- b. Students are free to use course materials and texts during the exam.
- c. Students will have 2-hours to complete the exam, once started.

4. Exam 2 (Human Development Emphasis)

- a. The exam will include short answer and essay questions covering theories, concepts, empirical findings, and methods covered in Human Development emphasis sections of the course
Exam 2 will be evaluated for writing quality, breadth of knowledge of the material, and ability to apply understanding of the material to research and practice situations.
- b. Students are free to use course materials and texts during the exam.
- c. Students will have 2-hours to complete the exam, once started.

5. Integrative Research Proposal (Integrative Emphasis)

- a. Papers will develop a research proposal that integrates relevant theoretical constructs, empirical findings, and research methods from domains of human development and social psychology to their research area.
- b. Proposals must include:
 - i. Review of relevant literature, which outlines:
 1. Defines the research question
 2. Outlines the theoretical framework and empirical findings that frame the research question
 3. Implications of the study for school psychology theory and/or practice, including social justice.

- ii. Proposed methods, which describes:
 1. Research design (experimental, correlational, quasi-experimental, etc.)
 2. Sample Methods, including sample size and sampling plan.
 3. Proposed data analysis methods.
- c. Papers will be approximately 15 pages in length plus references and must be submitted using APA style.
- d. *Proposals will be evaluated for writing quality, how successfully theory, methods, and empirical findings from both social psychology and human development are integrated to frame your research question, the extent to which your proposed methodology answers your research question, and how successfully you describe the relevance of the proposed study to school psychology theory and/or practice.*

COURSE EVALUATION

This course is organized into three distinct domains: (a) social psychology, (b) human development, and (c) integration of social psychology and human development. Students must earn a grade of B or better in each emphasis area to receive a passing grade for the course. Grading for each domain consists of the following:

| Course Points | | | |
|--|-------------------|--------------------------|--------------------------------|
| | Points | % of Domain Grade | % of Total Course Grade |
| Social Psychology Domain | | | |
| Social: Online Discussion Week 1 | 20 | | |
| Social: Online Discussion Week 2 | 20 | | |
| <i>Social: Online Discussions Total</i> | <i>40</i> | <i>16%</i> | <i>6%</i> |
| Social: Reflection Papers Topic 1 | 21 | | |
| Social: Reflection Papers Topic 2 | 21 | | |
| Social: Reflection Papers Topic 3 | 21 | | |
| Social: Reflection Papers Topic 4 | 21 | | |
| Social: Reflection Papers Topic 5 | 21 | | |
| <i>Social: Reflection Papers Total</i> | <i>105</i> | <i>43%</i> | <i>16%</i> |
| Social: Exam 1 | 100 | 41% | 15% |
| <i>Social Psychology Domain Total</i> | <i>245</i> | <i>100%</i> | <i>38%</i> |

| | | | |
|--|------------|-------------|-------------|
| Human Development Domain | | | |
| Human Development Online Discussion Week 3 | 20 | | |
| Human Development Online Discussion Week 4 | 20 | | |
| <i>Human Dev. Online Discussions Total</i> | <i>40</i> | <i>16%</i> | <i>6%</i> |
| Human Development Reflection Papers Topic 6 | 21 | | |
| Human Development Reflection Papers Topic 7 | 21 | | |
| Human Development Reflection Papers Topic 8 | 21 | | |
| Human Development Reflection Papers Topic 9 | 21 | | |
| Human Development Reflection Papers Topic 10 | 21 | | |
| <i>Human Dev. Reflection Papers Total</i> | <i>105</i> | <i>43%</i> | <i>16%</i> |
| Human Development Exam 1 | 100 | 41% | 15% |
| <i>Human Dev. Domain Total</i> | <i>245</i> | <i>100%</i> | <i>38%</i> |
| Inetgration Domain | | | |
| Integrative Online Discussion Week 5 | 20 | | |
| <i>Inegrative. Online Discussions Total</i> | <i>20</i> | <i>12%</i> | <i>3%</i> |
| Integrative Reflection Papers Topic 11 | 21 | | |
| Integrative Reflection Papers Topic 12 | 21 | | |
| <i>Integrative Reflection Papers Total</i> | <i>42</i> | <i>26%</i> | <i>6%</i> |
| Integrative Research proposal | 100 | 62% | 15% |
| <i>Inegrateion Domain Total</i> | <i>162</i> | <i>100%</i> | <i>25%</i> |
| Course Total Points | | | |
| | 652 | | 100% |

Points will be assigned based on the percentage of total points earned for all graded assignments according to the following scale:

A = 95% - 100%

A- = 90% - 94%

B+ = 86% - 89%

B = 83% - 85%

B- = 80% - 82%

C+ = 76% - 79%

C = 73% - 75%

C- = 70% - 72%

D+ = 66% - 69%

D = 63% - 65%

D- = 60% - 62%

E = Below 60%

RUBRICS

| Online Discussions Rubric | |
|---|--|
| Satisfactory (17 – 20 points) | Needs Improvement (0 – 16 points) |
| Discussion posts reflect critical analysis of the reading material and stimulate ongoing discussion on the topic. | Discussion posts not completed for a topic, fail to reflect a critical analysis of course materials. |

| Reflection Papers Rubric | | |
|---------------------------------|---|--|
| | Satisfactory (6 - 7 points) | Needs Improvement (0 – 5 points) |
| Writing Quality | Paper correctly applies APA style and is free of grammatical errors. | Paper does not correctly apply APA style or contains one or more grammatical errors. |
| Understanding | Paper reflects a depth of knowledge and synthesis of reading materials. | Paper does not reflect a depth of knowledge and synthesis of reading materials. For example, the paper may summarize |

| Reflection Papers Rubric | | |
|---------------------------------|--|--|
| | Satisfactory (6 - 7 points) | Needs Improvement (0 – 5 points) |
| | | reading topics without integration. |
| Application | Paper reflects the application of reading materials to one or more outside contexts. | Paper does not reflect the application of reading materials to one or more outside contexts. |

| Integrative Research Proposal Rubric | | |
|---|---|--|
| | Satisfactory (21 - 25 points) | Needs Improvement (0 – 20 points) |
| Writing Quality | Paper correctly applies APA style and is free of grammatical errors. | Paper does not correctly apply APA style or contains one or more grammatical errors. |
| Integration | Proposal successfully integrates theory, methods, and empirical findings from both social psychology and human development to integrated to frame research question(s). | Proposal does not integrate theory, methods, and empirical findings from both social psychology and human development to integrated to frame research question(s). |
| Methodology | Proposed methodology appropriate to for the proposed research question(s) and is described in sufficient detail to conduct the study. | Proposed methodology is not appropriate to for the proposed research question(s) or is described in insufficient detail to conduct the study. |
| Relevance to School Psychology Research and/or Practice | Proposal successfully describes the relevance of the proposed study to school psychology theory and/or practice | Proposal does not successfully describe the relevance of the proposed study to school psychology theory and/or practice |

| Topic Schedule & Readings | |
|---------------------------|--|
| WEEK 1 | Introduction: Syllabus Review |
| | Social Domain: History & Methods <ul style="list-style-type: none"> (Finkel & Baumeister, 2019) - Chapters 1, 2, & 3 |
| | Social Domain: Social Influence <ul style="list-style-type: none"> (Finkel & Baumeister, 2019) - Chapter 7 (Asch, 1956) (Baumeister & Leary, 1995) (Cialdini & Goldstein, 2004) (Knoll, Magis-Weinberg, Speekenbrink, & Blakemore, 2015) |
| WEEK 2 | Social Domain: Aggression <ul style="list-style-type: none"> (Finkel & Baumeister, 2019) - Chapter 8 (Choe, Olson, & Sameroff, 2013) (Choi, Johnson, & Johnson, 2011) (Greitemeyer & Sagioglou, 2016) |
| | Social Domain: Intergroup Relations <ul style="list-style-type: none"> (Finkel & Baumeister, 2019) - Chapter 11 (Bergh, Akrami, Sidanius, & Sibley, 2016) (Brewer, 2007) (Nesdale et al., 2007) |
| | Social Domain: Social Cognition <ul style="list-style-type: none"> Finkel & Baumeister, Chapter 4 (Coplan, 2009) (Goodwin, Piazza, & Rozin, 2014) (Kilford, Garrett, & Blakemore, 2016) |
| WEEK 3 | Social Domain: Exam 1 |
| | Human Development Domain: Foundations <ul style="list-style-type: none"> (Bornstein & Lamb, 2015) - Chapters 1, 2, & 3 |
| | Human Development Domain: Brain Development <ul style="list-style-type: none"> Bornstein & Lamb (2015) - Chapters 4 (Belsky & De Haan, 2011) (Blair & Raver, 2012) (Whittle et al., 2014) |
| WEEK 4 | Human Development Domain: Cognitive Development <ul style="list-style-type: none"> Bornstein & Lamb (2015) - Chapters 7 (Burneo-Garcés et al., 2019) (Estrada, Ferrer, Román, Karama, & Colom, 2019) (Rizeq, Flora, & Toplak, 2017) |

Topic Schedule & Readings

| | |
|-------------------|---|
| | Human Development Domain: Language Development <ul style="list-style-type: none"> • Bornstein & Lamb (2015) - Chapters 8 • (Mason, Goldstein, & Schwade, 2019) • (Raikes et al., 2019) • (Werker & Hensch, 2015) |
| | Human Development Domain: Temperament, Emotional Regulation, and Personality <ul style="list-style-type: none"> • Bornstein & Lamb (2015) - Chapters 9 • (Reitz, Zimmermann, Hutteman, Specht, & Neyer, 2014) • (Viljaranta, Aunola, Mollola, Virkkala, Hirvonen, Pakarinen, & Nurmi, (2015). |
| WEEK 5 | Human Development Domain: Exam 2 |
| | Integrative Domain: Development of Prejudice and Stereotyping <ul style="list-style-type: none"> • (Finkel & Baumeister, 2019) - Chapter 7 • (McKown & Weinstein, 2003) • (Raabe & Beelmann, 2011) |
| | Integrative Domain: Peer Relations <ul style="list-style-type: none"> • (Alves, Koch, & Unkelbach, 2016) • (Lansford, Yu, Pettit, Bates, & Dodge, 2014) • (Starks, Newcomb, & Mustanski, 2015) |

REQUIRED PRIMARY SOURCE READINGS

- Alves, H., Koch, A., & Unkelbach, C. (2016). My friends are all alike - the relation between liking and perceived similarity in person perception. *Journal of Experimental Social Psychology*, 62, 103–117. <https://doi.org/10.1016/j.jesp.2015.10.011>
- Asch, S. E. (1956). Studies of Independence and Conformity (Asch, 1956), 70(9).
- Baumeister, Roy, F., & Leary, M. R. (1995). The need To belong: Desire for interpersonal attachments as a fundamental human-motivation. *Psychological Bulletin*, 117(3), 497–529. <https://doi.org/0033-2909>
- Belsky, J., & De Haan, M. (2011). Annual research review: Parenting and children's brain development: The end of the beginning. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 52(4), 409–428. <https://doi.org/10.1111/j.1469-7610.2010.02281.x>
- Bergh, R., Akrami, N., Sidanius, J., & Sibley, C. (2016). Is group membership necessary for understanding generaliz. *Journal of Personality and Social Psychology*, 111(3), 367–395. Retrieved from https://www.researchgate.net/profile/Robin_Bergh/publication/306939541_Is_group_membership_necessary_for_understanding_generalized_prejudice_A_re-evaluation_of_why_prejudices_are_interrelated/links/57c04e7708ae2f5eb3321d43.pdf
- Blair, C., & Raver, C. C. (2012). Child development in the context of adversity;Experiential canalization of brain and behavior. *American Psychologist*, 67(4), 309–318. <https://doi.org/10.1037/a0027493>
- Bornstein, M. H., & Lamb, M. E. (Eds.). (2015). *Developmental science: An advanced textbook* (7th ed.). New York, NY, US: Psychology Press.
- Brewer, M. B. (2007). The Importance of Being We: Human Nature and Intergroup Relations. *American Psychologist*, 62(8), 728–738. <https://doi.org/10.1037/0003-066X.62.8.728>
- Burneo-Garcés, C., Cruz-Quintana, F., Pérez-García, M., Fernández-Alcántara, M., Fasfous, A., & Pérez-Marfil, M. N. (2019). Interaction between Socioeconomic Status and Cognitive Development in Children Aged 7, 9, and 11 Years: A Cross-Sectional Study. *Developmental Neuropsychology*, 44(1), 1–16. <https://doi.org/10.1080/87565641.2018.1554662>
- Choe, D. E., Olson, S. L., & Sameroff, A. J. (2013). The interplay of externalizing problems and physical and inductive discipline during childhood. *Developmental Psychology*, 49(11), 2029–2039. <https://doi.org/10.1037/a0032054>
- Choi, J., Johnson, D. W., & Johnson, R. (2011). Relationships Among Cooperative

- Learning Experiences, Social Interdependence, Children's Aggression, Victimization, and Prosocial Behaviors. *Journal of Applied Social Psychology*, 41(4), 976–1003. <https://doi.org/10.1111/j.1559-1816.2011.00744.x>
- Cialdini, R. B., & Goldstein, N. J. (2004). Social Influence: Compliance and Conformity. *Annual Review of Psychology*, 55(1), 591–621. <https://doi.org/10.1146/annurev.psych.55.090902.142015>
- Coplan, R. J. and W. M. (2009). Shy and soft spoken. *Infant and Child Development*, 18(6), 238–254. <https://doi.org/10.1002/icd>
- Estrada, E., Ferrer, E., Román, F. J., Karama, S., & Colom, R. (2019). Time-Lagged Associations Between Cognitive and Cortical Development From Childhood to Early Adulthood. *Developmental Psychology*, 55(6), 1338–1352. <https://doi.org/10.1037/dev0000716>
- Finkel, E. J., & Baumeister, R. F. (Eds.). (2019). *Advanced Social Psychology: The state of the science* (2nd ed.). New York, NY, US: Oxford University Press.
- Goodwin, G. P., Piazza, J., & Rozin, P. (2014). Moral character predominates in person perception and evaluation. *Journal of Personality and Social Psychology*, 106(1), 148–168. <https://doi.org/10.1037/a0034726>
- Greitemeyer, T., & Sagioglou, C. (2016). Subjective socioeconomic status causes aggression: A test of the theory of social deprivation. *Journal of Personality and Social Psychology*, 111(2), 178–194. <https://doi.org/10.1037/pspi0000058>
- Kilford, E. J., Garrett, E., & Blakemore, S. J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience and Biobehavioral Reviews*, 70, 106–120. <https://doi.org/10.1016/j.neubiorev.2016.08.016>
- Knoll, L. J., Magis-Weinberg, L., Speekenbrink, M., & Blakemore, S.-J. (2015). Social influence on risk perception during adolescence. *Psychological Science*, 26(5), 583–592. <https://doi.org/10.1177/0956797615569578>
- Lansford, J. E., Yu, T., Pettit, G. S., Bates, J. E., & Dodge, K. A. (2014). Pathways of peer relationships from childhood to young adulthood. *Journal of Applied Developmental Psychology*, 35(2), 111–117. <https://doi.org/10.1016/j.appdev.2013.12.002>
- Mason, G. M., Goldstein, M. H., & Schwade, J. A. (2019). The role of multisensory development in early language learning. *Journal of Experimental Child Psychology*, 183, 48–64. <https://doi.org/10.1016/j.jecp.2018.12.011>
- McKown, C., & Weinstein, R. S. (2003). The Development and Consequences of Stereotype Consciousness in Middle Childhood. *Child Development*, 74(2), 498–515. <https://doi.org/10.1111/1467-8624.7402012>

- Nesdale, D., Maass, A., Kiesner, J., Durkin, K., Griffiths, J., & Ekberg, A. (2007). Effects of peer group rejection, group membership, and group norms, on children's outgroup prejudice. *International Journal of Behavioral Development*, 31(5), 526–535. <https://doi.org/10.1177/0165025407081479>
- Raabe, T., & Beelmann, A. (2011). Development of Ethnic, Racial, and National Prejudice in Childhood and Adolescence: A Multinational Meta-Analysis of Age Differences. *Child Development*, 82(6), 1715–1737. <https://doi.org/10.1111/j.1467-8624.2011.01668.x>
- Raikes, H. H., White, L., Green, S., Burchinal, M., Kainz, K., Horm, D., ... Esteraich, J. (2019). Use of the home language in preschool classrooms and first- and second-language development among dual-language learners. *Early Childhood Research Quarterly*, 47, 145–158. <https://doi.org/10.1016/j.ecresq.2018.06.012>
- Reitz, A. K., Zimmermann, J., Hutteman, R., Specht, J., & Neyer, F. J. (2014). How Peers Make a Difference: The Role of Peer Groups and Peer Relationships in Personality Development. *European Journal of Personality*, 28(3), 279–288. <https://doi.org/10.1002/per.1965>
- Rizeq, J., Flora, D. B., & Toplak, M. E. (2017). Changing relations among cognitive abilities across development: implications for measurement and research. *Clinical Neuropsychologist*, 31(8), 1353–1374. <https://doi.org/10.1080/13854046.2017.1317034>
- Starks, T. J., Newcomb, M. E., & Mustanski, B. (2015). A Longitudinal Study of Interpersonal Relationships Among Lesbian, Gay, and Bisexual Adolescents and Young Adults: Mediational Pathways from Attachment to Romantic Relationship Quality. *Archives of Sexual Behavior*, 44(7), 1821–1831. <https://doi.org/10.1007/s10508-015-0492-6>
- Viljaranta, J., Aunola, K., Mullola, S., Virkkala, J., Hirvonen, R., Pakarinen, E., & Nurmi, J. E. (2015). Children's Temperament and Academic Skill Development During First Grade: Teachers' Interaction Styles as Mediators. *Child Development*, 86(4), 1191–1209. <https://doi.org/10.1111/cdev.12379>
- Werker, J. F., & Hensch, T. K. (2015). Critical Periods in Speech Perception: New Directions. *Ssrn*. <https://doi.org/10.1146/annurev-psych-010814-015104>
- Whittle, S., Simmons, J. G., Dennison, M., Vijayakumar, N., Schwartz, O., Yap, M. B. H., ... Allen, N. B. (2014). Positive parenting predicts the development of adolescent brain structure: A longitudinal study. *Developmental Cognitive Neuroscience*, 8, 7–17. <https://doi.org/10.1016/j.dcn.2013.10.006>

PUBLIC HEALTH DIRECTIVES

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

ACADEMIC MISCONDUCT

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

AUDITING CLASSES

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

CLASSROOM CONDUCT

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

COPYRIGHT

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

DISABILITY RESOURCE CENTER (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

IDENTITY VERIFICATION IN ONLINE COURSES

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

INCOMPLETE GRADES

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

LIBRARY RESOURCES

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

MISSED CLASSWORK

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the

responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director,

College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

REBELMAIL

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

TUTORING AND COACHING

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes

available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

DIVERSITY STATEMENT

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.