

**ORIGINATOR'S SECTION:**

1. College:  CoAS  CoBA  CoE  
 Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2011

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*)  Yes  No

3. Course will be a variable-topics (generic) course?  Yes  No  
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* CHAD 347

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
 Peer Relationships in Childhood and Adolescence

6. Abbreviated Title for Banner:  
 (no more than 25 characters, including spaces)  
 Peer Relations Child/Adol

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)  
 This course considers the reciprocal relationship between children's and adolescent's peer interactions and their individual development. Topics to be covered include how individual characteristics (e.g., temperament, personality, gender), social behaviors (e.g., prosocial behaviors, aggression), and peer networks interact. Additionally, the course will investigate the roles that families, schools, and culture play. Consideration is also given to the development and effects of normal and abnormal peer interactions.  
*(See prereqs. below)*

9. Why is this course being proposed?  
 As an elective for the new Child and Adolescent Development degree and as an upper-division DD GE course.

10. Mode of Instruction\*  
 (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-03
Activity		
Lab		

11. Grading Method:\*  
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
 Credit/No Credit Only (C)  
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.  
 n/a

13. Course Requires Consent for Enrollment?  Yes  No  
 Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No Completion of LDGE Area D

17. Corequisite(s):  Yes  No

18. Documentation attached:

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix;\* n/a

20. How often will this course be offered once established?\* 1-2 times per year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:  
 Elective in new Child and Adolescent Development degree

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	<u>Sharon B. Hamill</u> Signature	<u>8/30/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Human Development Discipline	<u>[Signature]</u> Signature	<u>10-31-07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Sociology Discipline	<u>[Signature]</u> Signature	<u>11/1/07</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) Sharon Hamill 08/30/07 Date

2. Program Director/Chair Sharon B. Hamill 8/30/07 Date

3. College Curriculum Committee Mark Welton 11/02/07 Date

4. College Dean [Signature] 11/9/07 Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date

7. President (or Designee) \_\_\_\_\_ Date

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

# CHAD 347: Peer Relationships in Childhood and Adolescence

## California State University, San Marcos

<b>Dr. Sharon Hamill</b>	<b>Spring 200x</b>
Office: UH 304	Days/time: T Th
Office Hours:	Location:
Phone: 750-8029	Support Staff: Soheyla Mohseni or Karen Harris at 750-4102
Email: shamill@csusm.edu	

### Texts:

See course outline for required reading available on WebCT.

### Catalog Description:

This course considers the reciprocal relationship between children's and adolescent's peer interactions and their individual development. Topics to be covered include how individual characteristics (e.g., temperament, personality, gender), social behaviors (e.g., prosocial behaviors, aggression), and peer networks interact. Additionally, the course will investigate the roles that families, schools, culture play. Consideration is also given to the development and effects of normal and abnormal peer interactions.

### Detailed Course Description:

This course will focus on how peers influence children's and adolescents' development. It is assumed that this relationship is bi-directional; consequently we will consider how the characteristics of the child/adolescent influence the choice/interaction with peers as well as how peer group membership affects physical, cognitive and socioemotional development. The first section of the course considers theories of child and adolescent peer group relationships. In the second section of the course, we explore peer relationships in childhood. Characteristics of Adolescent peer interactions are explored in the third section of the course. Abnormal peer interactions and the impact on development are investigated in the fourth section of the course. Cross-cultural similarities and differences are highlighted throughout the course.

### Course Objectives :

This course is designed to help students meet the following student learning objectives:

#### Knowledge:

#### Students will be able to:

- Describe the major theories of childhood and adolescent peer relationships.
- Identify the strengths and weaknesses of different methods of studying peer group membership.
- Be able to identify popular, rejected, and neglected children and adolescents.
- Explain the role that intraindividual characteristics (e.g., genetics, temperament) play in peer interactions.

- Evaluate the evidence regarding the impact of individual's social behaviors (e.g., prosocial behavior and aggression) on peer group interactions and friendship.
- Describe children's peer group interactions in early, middle and late childhood.
- Describe adolescent's peer group formation including the factors that lead to the selection of peer groups and how peer groups evolve from late childhood through adolescence.
- Evaluate the evidence demonstrating gender differences in peer group composition and functioning.
- define and evaluate typical and atypical peer group interactions of children and adolescents
- identify and analyze the contributions that family context makes to peer interactions in childhood and adolescence.
- Summarize and evaluate the contributions that schools make to child and adolescent peer group interactions.
- Describe how peer group interaction impacts the development of self-esteem in childhood and adolescences.

**Skills:**

**Students will demonstrate their ability to:**

- Summarize research articles and book chapters on work/family issues.
- use appropriate essay format (e.g., thesis statements, paragraph structure, and mechanics) in all writing assignments.
- Cite references in APA style (both in the reference page and in the text; introduced in week 1; practiced throughout the course).
- conduct a naturalistic observation using a running record technique.

Please note that assessment of these learning goals will take place through a pretest/posttest questionnaire (not part of final grade), embedded questions on exams (graded), and assessment of writing samples (graded).

<b>Course Requirements:</b>
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This course is designed to give students the opportunity to understand peer relationships in childhood and adolescence from a developmental perspective. To this end, students will demonstrate mastery of course material through their performance on four exams (including a cumulative final), a naturalistic study of children's and adolescents' peer groups, an interview of an adult who works with children/adolescents, and their own investigation of an issue in peer group interaction.

<b>Evaluation:</b>
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Evaluation of your mastery of course material will be based performance on course requirements. Each of the graded components will be weighted as follows:

Task	% of course grade	number of points
3 exams and cumulative final	60%	300
Child peer group observation	10%	50
Adolescent peer group observation	10%	50
Interview of adult	10%	50
Peer group issue paper	10%	50
<b>TOTAL</b>	<b>100%</b>	<b>500</b>

**Grades will be based on points earned. The grade breakdown is as follows:**

A- = 450 - 459	B- = 400 - 419	C- = 350 - 369	D- = 300 - 319	F = below 300 points
A = 460 - 500	B = 420 - 434	C = 370 - 384	D = 320 - 334	
	B+ = 435 - 449	C+ = 385 - 399	D+ = 335 - 349	

Students will have the opportunity to earn extra credit points for attending presentations by speakers the instructor invites to campus and/or by participating in research or other activities (to be approved by the instructor). **Students are responsible for knowing what their current grade is at any point in the semester (see WebCT Grades)**

**NO LATE PAPERS WILL BE ACCEPTED. THEY ARE TO BE TURNED IN TO ME, IN CLASS ON THE DAY THEY ARE DUE.** Start early; I will be happy to assist you with your assignments. No make-ups will be given for exams unless there are very special circumstances and I am informed **PRIOR** to the exam. If an emergency arises that will prevent you from turning in the paper on time or taking a scheduled exam, **YOU MUST CONTACT ME DIRECTLY (I.E., NO VOICEMAIL OR EMAIL) BEFORE THE EXAM OR PAPER IS DUE. MAKE-UP EXAMS OR LATE PAPERS WILL ONLY BE ACCEPTED IF THE STUDENT CONTACTS ME BEFOREHAND AND THE EMERGENCY IS VERIFIED BY APPROPRIATE DOCUMENTATION.** If you can't reach me directly, contact my support staff, Soheyla Mohseni or Karen Harris (750-4102), or the Dean of Students office (750-4935).

**In compliance with federal ADA laws:** If you have a need for any in-class accommodations or special test-taking arrangements because of a verified physical or perceptual limitation, please speak with me during the first two weeks of class.

**Academic Honesty:** Cheating or plagiarism (presenting the words or ideas of others as your own) will result in failure of the assignment, possible failure of the course, and notification of the offense to the University. **Note: Copying text from another source without giving the proper citation is considered plagiarism.**

#### **Class Materials Information**

- **Available on WebCT:** Syllabus, lecture outlines, study guides, assignment instructions and grade sheets, class email and grades. **Please use WebCT to email me when you have course-related questions.**

### **Writing Assignments**

- **Naturalistic Observations:** Students will conduct two different naturalistic observations of a children's play group and an adolescent peer group. The running record technique will be used. Students will report on the 10 minute observations and provide interpretations of behaviors they observed. This assignment is described in more detail in a separate handout.
- **Interview of an adult who works with children or adolescents:** Students will construct their own interview protocol as a class. Questions will be designed to obtain information on the challenges and rewards of working with children. Additionally, students will learn about the education required to work in various jobs that bring them in contact with children. This assignment is described in more detail in a separate handout.
- **Peer Interaction Issue Paper:** Students will explore an issue/topic relating to peer relationships by consulting the academic literature. Students will be required to find original empirically-based journal articles that investigate the issue they identify. This assignment is described in more detail in a separate handout.

**No Late Papers/projects will be accepted.**

### **Final Grades**

#### **A final word on final grades:**

This course is a rigorous course on the study of children's and adolescents' peer relationships. You earn your final grade by earning points in the class for various tests and assignments. I cannot award "extra" points after the final exam or allow you to complete "extra" work so that you can pass the class. You are responsible for knowing what your grade is in the class at all times, and doing what is necessary to earn a passing grade. I am happy to work with you during the semester to help you to be successful. Please don't hesitate to contact me and ask for help – this is my job and I enjoy it!!

### Tentative Course Schedule

Date	Topic and Assignments	Readings
Wk 1:	<ul style="list-style-type: none"> <li>• Introduction to course and APA style review</li> <li>• Peer Networks overview</li> </ul>	<p>Bukowski, W.M., &amp; Hoza, B. (1989). Popularity and Friendship: Issues in theory, measurement and outcome. In T. J. Berndt and G. W. Ladd (Eds.), <i>Peer relationships in child development</i> (pp. 15-45). New York: John Wiley &amp; Sons.</p> <p>Bukowski, W. M. (2001). Friendship and the worlds of childhood. In D. W. Nangle, &amp; C. A. Erdley (Eds.) <i>The Role of Friendship in Psychological Adjustment, New Directions for Child and Adolescent Development, 91</i>, 93-105.</p>
Wk 2:	<ul style="list-style-type: none"> <li>• Theories of childhood peer group interaction</li> </ul>	<p>Erdley, C. A., Nangle, D.W., Newman, J. E., &amp; Carpenter, E. M. (2001). Children's friendship experiences and psychological adjustment: Theory and research. In D. W. Nangle, &amp; C. A. Erdley (Eds.) <i>The Role of Friendship in Psychological Adjustment, New Directions for Child and Adolescent Development, 91</i>, 5-24.</p>
Wk 3:	<ul style="list-style-type: none"> <li>• Methods: How to study peer groups</li> </ul>	<p>Cillessen, A.H.N., &amp; Bukowski, W. M. (2000). Conceptualizing and measuring peer acceptance and rejection. In A.H.N. Cillessen &amp; W. M. Bukowski (Eds.) <i>Recent Advances in the measurement of acceptance and rejection in the peer system, New Directions for Child and Adolescent Development, 88</i>, 3-10.</p> <p>Kindermann, T. (1998). Children's development within peer groups: Using composite social maps to identify peer networks and to study their influences. In W. M. Bukowski, &amp; A. H. Cillessen (Eds), <i>Sociometry then and now: Building on six decades of measuring children's experiences with the peer group, New Directions for Child and Adolescent Development, 80</i>, 55-82.</p>
Wk 4:	<ul style="list-style-type: none"> <li>• Popularity vs. friendships</li> <li>• How kids think about friends</li> <li>• <b>Exam 1</b></li> </ul>	<p>Newcomb, A. F., Bukowski, W.M., &amp; Pattee, L. (1993). Children's peer relations: A meta-analytic review of popular, rejected, neglected, controversial, and average sociometric status. <i>Psychological Bulletin, 113</i>, 99-128.</p>

Wk 5:	<ul style="list-style-type: none"> <li>• Infant and toddler peer interactions and relationships</li> </ul>	Howes, C. (1988). Peer interaction of young children. <i>Monographs of the Society for Research in Child Development</i> , 53, (no. 217).
Wk 6:	<ul style="list-style-type: none"> <li>• Early Childhood peer interactions and relationships</li> </ul>	Hay, D. F., Payne, A., & Chadwich, A., (2004). Peer relations in childhood. <i>Journal of Child Psychology and Psychiatry</i> , 45, 84-108.
Wk 7:	<ul style="list-style-type: none"> <li>• Middle childhood peer interactions and relationships</li> </ul>	Benenson, J., Apostoleris, N., & Parnass, J. (1998). The organization of children's same-sex peer relationships. In W. M. Bukowski, & A. H. Cillessen (Eds), <i>Sociometry then and now: Building on six decades of measuring children's experiences with the peer group</i> , <i>New Directions for Child and Adolescent Development</i> , 80, 5-24.
Wk 8:	<ul style="list-style-type: none"> <li>• Family contexts and childhood friendships</li> </ul>	Shantz, C. U., & Hobart, C. J. (1989). Social conflict and development: Peers and siblings. In T. J. Berndt and G. W. Ladd (Eds.), <i>Peer relationships in child development</i> (pp. 71-94). New York: John Wiley & Sons. Nelson, D. A., Nelson, L. J., Hart, C. H., Yang, C., & Jin, S. (2006). Parenting and peer-group behavior in cultural context. In X. Chen, D. C. French, & B. H. Schneider (Eds.), <i>Peer relationships in cultural context</i> (pp. 213-246). Cambridge: Cambridge University Press.
Wk 9:	<ul style="list-style-type: none"> <li>• School influences on peer groups</li> <li>• <b>Exam 2</b></li> </ul>	Epstein, J. L. (1989). The selection of friends: Changes across the grades and different school environments. In T. J. Berndt and G. W. Ladd (Eds.), <i>Peer relationships in child development</i> (pp. 158-187). New York: John Wiley & Sons
Wk 10:	<ul style="list-style-type: none"> <li>• Theories regarding adolescent peer groups</li> </ul>	Muuss, R. E. (1988). Harry Stack Sullivan's Interpersonal Theory of Adolescent Development. In R. E. Muuss (Ed.) <i>Theories of Adolescence</i> , 5 <sup>th</sup> ed., (pp. 113-136), New York: Random House. M. J. V. Pugh & D. Hart (1999). Identity development and peer group participation. . In J. A. McLellan & M. J. V. Pugh (Eds.) <i>The Role of Peer Groups in Adolescent Social Identity: Exploring the importance of stability and change</i> , <i>New Direction for Child and Adolescent Development</i> , 84, 55-70.

Wk 11:	<ul style="list-style-type: none"> <li>Peer networks and cliques</li> </ul>	<p>Stone, Mr. &amp; B.B. Brown (1999). Identity claims and projections: Descriptions of self and crowds in secondary school. In J. A. McLellan &amp; M. J. V. Pugh (Eds.) <i>The Role of Peer Groups in Adolescent Social Identity: Exploring the importance of stability and change, New Direction for Child and Adolescent Development, 84, 7-20.</i></p> <p>Kinney, D. A. (1999). From “headbangers” to “hippies”: Delineating adolescents’ active attempts to form an alternative peer culture. . In J. A. McLellan &amp; M. J. V. Pugh (Eds.) <i>The Role of Peer Groups in Adolescent Social Identity: Exploring the importance of stability and change, New Direction for Child and Adolescent Development, 84, 21-36.</i></p>
Wk 12:	<ul style="list-style-type: none"> <li>The function of peer groups</li> <li>Impact on adolescent self-esteem</li> </ul>	<p>Goossens, L., &amp; Marcoen, A. (1999). Adolescent loneliness, Self-reflection and identity: From individual differences to developmental processes. In K. J. Rottenberg &amp; S. Hymel (Eds.), <i>Loneliness in childhood and adolescence</i> (pp. 225-243), Cambridge: Cambridge University Press.</p> <p>Hymel, S., Tarulli, D., Thomson, L. H., &amp; Terrell-Deutsch, B. (1999). Loneliness through the eyes of children. In K. J. Rottenberg &amp; S. Hymel (Eds.), <i>Loneliness in childhood and adolescence</i> (pp. 80-108), Cambridge: Cambridge University Press.</p>
Wk 13	<ul style="list-style-type: none"> <li>Dysfunctional adolescent peer groups</li> <li><b>Exam 3</b></li> </ul>	<p>Mrug, S., Hoza, B., &amp; Gerdes, A. C. (2001). Children with ADHD: Peer relationships and peer-oriented interventions. In D. W. Nangle, &amp; C. A. Erdley (Eds.) <i>The Role of Friendship in Psychological Adjustment, New Directions for Child and Adolescent Development, 91, 51-78.</i></p> <p>Juvonen, J., &amp; Graham, (1998). Peer harassment in school: The plight of the vulnerable and victimized (pp. 49-72). New York: Guilford.</p>

Wk 14:	<ul style="list-style-type: none"> <li>• Culture and friendships</li> </ul>	<p>Edwards, C. P., Tretasco de Guzman, M. R., Brown, J., &amp; Kumru, A. (2006). Children's social behaviors and peer interactions in diverse cultures. In X. Chen, D. C. French, &amp; B. H. Schneider (Eds.), <i>Peer relationships in cultural context</i> (pp. 23-51). Cambridge: Cambridge University Press.</p> <p>Tietjen, A. M. (2006). Cultural influences on peer relations: An ecological perspective. In X. Chen, D. C. French, &amp; B. H. Schneider (Eds.), <i>Peer relationships in cultural context</i> (pp. 52-74). Cambridge: Cambridge University Press.</p>
Wk 15:	<ul style="list-style-type: none"> <li>• Costs associated with a lack of friends</li> </ul>	<p>Bagwell, C. L., Schmidt, M.E., Newcomb, A. F., Bukowski, W. M. (2001). Friendship and peer rejection as predictors of adolescent adjustment. In D. W. Nangle, &amp; C. A. Erdley (Eds.) <i>The Role of Friendship in Psychological Adjustment, New Directions for Child and Adolescent Development</i>, 91, 25-49.</p> <p>Hymel, S., Tarulli, D., Thomson, L. H., &amp; Terrell-Deutsch, B. (1999). Loneliness through the eyes of children. In K. J. Rottenberg &amp; S. Hymel (Eds.), <i>Loneliness in childhood and adolescence</i> (pp. 3-10), Cambridge: Cambridge University Press.</p> <p>Hawker, D. S.J., &amp; Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. <i>Journal of Child Psychology and Psychiatry and Allied Disciplines</i>, 41, 441-455.</p>
Wk 16:	<ul style="list-style-type: none"> <li>• Exam 4</li> </ul>	