

**PSYCHOLOGY 393 (Section 2)**  
**RESEARCH IN DEVELOPMENTAL PSYCHOLOGY**  
**FALL 2010**

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**Meeting Time:** Monday and Wednesdays, 8:30 - 10:30 a.m.

**Location:** PAS 4288 (unless noted otherwise in schedule below)

**Instructor:** Dr. Dana Liebermann Finestone

**Office:** PAS 4009

**Email:** [dlieberm@uwaterloo.ca](mailto:dlieberm@uwaterloo.ca)

**Office Hours:** Mon 10:30 - 11:30 a.m. or by appointment

**Teaching Assistant:** Shelbie Sutherland

**Office:** PAS 4017

**Email:** [ssutherl@uwaterloo.ca](mailto:ssutherl@uwaterloo.ca)

**Office Hours:** Wed 2:00 – 3:00 pm

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**Course Description**

This course aims to develop students' ability to evaluate and conduct research in Developmental Psychology. Topics to be covered include, but are not limited to, various research designs associated with the measurement of developmental change, research, ethics, statistics, and writing. Within the course, students will practice methodological skills in assignments and conduct studies employing various research methods at the ECEC located in the Department of Psychology.

**Course Goals**

Successful learning in this course will provide students with:

- ability to conduct efficient literature searches;
- comprehensive understanding of a variety of research methods applicable to the study of Developmental Psychology;
- heightened ability to evaluate research in Developmental Psychology;
- "hands on" experience designing and conducting a research study;
- skills for communicating research findings effectively, both orally and in writing; and
- experience giving critical and constructive evaluations to their peers.

**Website**

The website for this course is on UW-ACE. There, students will find the course syllabus and all required readings in PDF form.

**Note:** As per UW policy, if there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Contacting the Instructor**

Please use UW-ACE to send e-mails. To set up a meeting, send an e-mail proposing a meeting time. The Instructor will either confirm the proposed time or propose another time.

**Readings**

No specific text is required. Readings will be provided throughout the course via UW-ACE in advance of the relevant class.

## **Written Assignments**

All written assignments must be both uploaded to UW-ACE and handed delivered to the instructor as hard copies (i.e. printed out on paper). Uploaded assignments should be in either the MS Word (.doc) or RTF format. All assignments should be written in 12pt font, double-spaced, with all margins set at 1 inch (2.54 cm). Page limits do not include title pages.

## **Policy on late assignments**

**Late assignments will be docked 2% per calendar day late.** Assignments MUST be turned in on or before their due date and time. The corresponding files should be uploaded to UW-ACE before class on the date due. Unless students have an appropriate doctor's note, there is a death in the family, or some other equally severe situation has occurred, assignments will not be accepted late.

[No exceptions for broken printers, no hard-drives failures, computer crashes. Save it often, e-mail it to yourself as an attachment to have a backup, etc.]

## **Note on APA format**

The final paper will require students to use APA (American Psychological Association) format, specifically the style described in the 6th edition of the *APA Publication Manual* (2010). Copies of the APA manual are at the Dana Porter Library (Call Number is **BF76.7 .P83 2010**).

## **Lab Days and the Early Childhood Education Centre (ECEC)**

Classes will occasionally be replaced by "Lab Days", during which assignments will be completed outside of class. To complete some assignments students will need to go to the ECEC to observe children in "free play". The ECEC is located in the basement of the PAS, and free play takes place between 10:15 - 11:25 a.m. and 2:15 - 3:25 p.m. Please note that there are no afternoon sessions at the ECEC on Fridays. To observe children during "free play" for the assignment, students are to contact Dianne Foreman at ext. 33167 to make arrangements their session.

## **Weighting of Assessments**

|   |                        |
|---|------------------------|
| 1. Statement of interests                                       | Ungraded, but required |
| 2. Class participation (small groups, in-class exercises, etc,) | 10%                    |
| 3. Bibliography assignment                                      | 5%                     |
| 4. Observational assignment                                     | 10%                    |
| 5. Questionnaire assignment                                     | 5%                     |
| 6. Paper presentation   | 10%                    |
| 7. Group presentation on questionnaire assignment               | 10%                    |
| 8. Term paper:  | 50%                    |
| a) Plan of the paper  | (5%)                   |
| b) Draft of paper   | (not graded)           |
| b) Two anonymous reviews  | (5% total)             |
| c) Final version including cover letter                         | (40%)                  |

## **Details of Assessments**

To succeed in this course, students will need to attend lectures, read assigned chapters and complete a series of assignments. If students miss a class, they are responsible for getting information about what was missed. The instructor will not provide notes or outlines to students who have missed classes.

### **1. Statement of Interests (Ungraded, but required).**

Students will describe a topic or topics that they may be interested in exploring as a Developmental Psychologist. This may be a topic that students have always been interested in, one that they heard of in a class or have read about in the media. In addition to describing the topic(s), students should also describe why they find the topic(s) interesting and what they would like to learn about in relation to this/these topic(s). This assignment is to be a maximum of 1 page.

### **2. Class participation (10%)**

Throughout the semester, students will be required to participate in small and large group activities and discussions that will involve assignments, in-class exercises, preparing presentations and commenting on other student's proposals. As the success of the class depends on student participation, class participation forms a component of the course grade. Each student's class participation mark will be based on the quantity and quality of their contributions.

Given the importance of class participation, class attendance is mandatory. Unexcused absences will result in a deduction from students' class participation mark. As noted above, for excused and unexcused absences, students are responsible for finding out about what material was covered and announcements made.

### **3. Bibliography assignment (5%)**

This assignment, conducted on computer, will test students' ability to find citations and conduct literature searches. This assignment will be completed during class.

### **4. Observational assignment (10%)**

Students will observe children's "free play" in the ECEC for a minimum of 30 minutes. Students will then write a reflection paper that will describe something they observed and include a reflection on its significance. The focus is to reflect on something that caught the student's attention or interest. The reflection paper should go beyond just being descriptive: It should include comments as to why students found what they observed to be interesting and/or discuss questions that their observations raise. Information you may want to include the ages and gender of the children you observed, the location in the ECEC where a particular behavior was observed, a description of the behaviors observed and some conclusions. This assignment is to be a maximum of 4 pages.

### **5. Questionnaire assignment (5% - group grade)**

Working in teams, students will develop a questionnaire that will be completed by the staff members of the ECEC. The purpose of the questionnaires will be to evaluate a new program implemented in the ECEC in September 2010. The questionnaires will address issues relating to one of two broad topics: (1) rolling start to the day; or (2) mixed grouping for activities following free play. Further details regarding the structure of the questionnaires will be discussed in class.

## **6. Paper presentation (10%)**

This oral presentation will be on the topic of each student's term paper. The presentation will contain an introduction to the topic of the research paper, as well as a critique of two relevant empirical articles. Grading will be based on the quality of the presentation as well as the student's mastery of the articles presented. Each student will have 15 minutes for speaking plus 7 minutes for questions. Students will be asked to respond to questions from other students, from the course TA and Instructor. A more detailed scoring rubric will be handed out in class prior to the presentations. Feedback on each presentation will be used to inform the final paper.

## **7. Group presentation on questionnaire assignment (10%)**

Each working group will deliver a 20-minute presentation on their questionnaire and the results. The presentations will include a description of the topic the questionnaire addressed, a description of the questionnaire, the results and implications for future research. Each member of the group will contribute to the presentation. A more detailed scoring rubric will be handed out in class prior to the presentations.

## **8. Term paper (50%):**

Students will be reviewing and critiquing the literature in a current research area, and developing a research proposal that applies concepts from developmental psychology to remedy difficulties or expand knowledge in the area that has been identified. This assignment is to be a maximum of 12 pages.

### **a) Plan of the paper (5%)**

The "plan" will include a temporary title, the formulation of specific research questions, a proposed organization of the paper and the main literature or theoretical model that will be used. Feedback on this document will be used to alter aspects of the final write-up where appropriate.

### **b) Draft of paper (not graded)**

The "draft" of the paper will include the elements listed in the final scoring rubric, which will be handed out in class. The draft will not be graded, but should be an APA style paper.

### **c) Two anonymous reviews (2.5% x 2 = 5% total)**

Each "draft" will be assigned to two anonymous reviewers in class. Therefore, students will each review two papers. The author of the original paper will grade both reviews. Therefore, students' reviews will be graded by the two authors of the papers they reviewed (2 x 2.5%). If students do not submit the first draft, they will not be allowed to review anyone else's paper, nor will they be able to respond to reviews – this will lead to an automatic 5%+ deduction to their final grade.

### **d) Final version including cover letter (40%)**

The final version of the paper will include the paper and letter responding to the two reviewers. Overall grading will be based on students' grasp and presentation of the issues, and on the conceptual precision of their writing. A more detailed scoring rubric will be handed out in class.

NOTE: PLAGIARISM DETECTION SOFTWARE (TURNITIN) WILL BE USED TO SCREEN ASSIGNMENTS IN THIS COURSE. THIS IS BEING DONE TO VERIFY THAT USE OF ALL MATERIAL AND SOURCES IN ASSIGNMENTS IS DOCUMENTED. IN THE FIRST LECTURE OF THE TERM, DETAILS WILL BE PROVIDED ABOUT THE ARRANGEMENTS FOR THE USE OF TURNITIN IN THIS COURSE.

If students have an objection to their written assignment being screened by *Turnitin* they must make note of this on **October 13th, 2010** when handing in the observational assignment. For those who do not wish to have their assignments screened by *Turnitin*, alternative arrangements will be made.

## PSYCH 393 (02) - TENTATIVE SCHEDULE

Each of the readings listed are in available in PDF form in the "Lessons" section of course website on UW-ACE.

| WEEK   | DATE     | LOCATION           | TOPIC   | READINGS  | IN-CLASS ACTIVITIES  | ASSIGNMENTS DUE FOR CLASS   |
|--------|----------|--------------------|---|---|--|---|
| Week 1 | Sept. 13 | PAS 4288           | Intro to Course   | N/A   | Discuss course, and do introductions.  |   |
|        | Sept. 15 | PAS 4288           | General research principles                               | Miller: Chapter 2                                     | Reviewing the basics of research   | <b>Bring to class a hard copy of "Statement of interests."</b>                              |
| Week 2 | Sept. 20 | PAS 4288           | Research design<br>Class projects                         | Miller: Chapters 3 & 6                                | Discussion and overview of projects  |   |
|        | Sept. 22 | ECEC then PAS 1237 | Intro to ECEC & Bibliography session                      | N/A   | Guest: Valerie Rozon<br>Guest: Tim Ireland   |   |
| Week 3 | Sept. 27 | PAS 1237           | Bibliography session Part 2                               | N/A   | Guest: Tim Ireland   |   |
|        | Sept. 29 | PAS 1237           | Bibliography assignment<br>Observational research methods | Miller: p.62-69                                       | Guest: Tim Ireland<br>Discussion regarding the observational assignment            | <b>Bibliography assignment</b> (done in class).   |
| Week 4 | Oct. 4   | No class           | Lab Day - Time to work on observational assignment.       |   |  |   |
|        | Oct. 6   | PAS 4288           | Measurement and creating questionnaires                   | Miller: pp. 50-61 and Chapter 5<br>Handout            | Interviewing, testing & measurement problems<br>How to create a good questionnaire |   |
| Week 5 | Oct. 11  | No class           | <i>Thanksgiving</i>                                       |   |  |   |
|        | Oct. 13  | PAS 4288           | Program evaluation  | Bornstein: p.162-170<br>McDavid & Hawthorn: Chapter 4 | Program evaluation<br>Early childhood education & research<br>Guest lecturer       | <b>Observational assignment Due.</b><br>Upload to ACE by 8:30am & bring hard copy to class. |

|         |         |          |  |                   |   |   |
|---------|---------|----------|--|-------------------|---|---|
| Week 6  | Oct. 18 | No Class | Lab Day/Work Day – Time to work on questionnaire and paper   |                   |   |   |
|         | Oct. 20 | PAS 4288 | Statistics   | Miller: Chapter 7 | Statistics  | <b>Final version of questionnaire due.</b><br>Upload to ACE by 8:30am & bring one hard copy per group to class. |
| Week 7  | Oct. 25 | PAS 4288 |  |                   | Writing / Creating presentations                              | <b>Plan of Paper Due.</b><br>Upload to ACE by 8:30m & bring hard copy to class.                                 |
|         | Oct. 27 | PAS 4288 |  |                   | Paper presentations 1/5                                       | <b>Presenting today?</b> If so, upload file to ACE by 10pm the night before.                                    |
| Week 8  | Nov. 1  | PAS 4288 |  |                   | Paper presentations 2/5                                       | <b>Presenting today?</b> If so, upload file to ACE by 10pm the night before.                                    |
|         | Nov. 3  | PAS 4288 |  |                   | Paper presentations 3/5                                       | <b>Presenting today?</b> If so, upload file to ACE by 10pm the night before.                                    |
| Week 9  | Nov. 8  | PAS 4288 |  |                   | Paper presentations 4/5                                       | <b>Presenting today?</b> If so, upload file to ACE by 10pm the night before.                                    |
|         | Nov. 10 | PAS 4288 |  |                   | Paper presentations 5/5                                       | <b>Presenting today?</b> If so, upload file to ACE by 10pm the night before.                                    |
| Week 10 | Nov. 15 | TBA      | Data Analysis  |                   | Analyzing questionnaire data                                  |   |
|         | Nov. 17 | No Class | Work Day – Time to work on group presentation and/or paper. PAS 4288 will be open and available for use. |                   |   |   |
| Week 11 | Nov. 22 | PAS 4288 |  |                   | Group presentations 1/2                                       |   |
|         | Nov. 24 | PAS 4288 |  |                   | Group presentations 2/2                                       |   |
| Week 12 | Nov. 29 | PAS 4288 |  |                   | The journal process   | <b>Bring hard copy of draft of paper to class to submit for review process.</b>                                 |
|         | Dec. 1  | PAS 4288 |  |                   | Receive reviews from classmates. Free time to work on papers. | <b>Bring hard copy of 2 reviews to submit at the beginning of class.</b>  |
| Week 13 | Dec. 6  | PAS 4288 |  |                   | Final papers due  | <b>Final paper due with cover letter.</b><br>Upload to ACE by 4pm & leave hard copy in mailbox.                 |

## **Policies Regarding Late Assignments, Missed Tests, Etc.**

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: [http://www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed assignment deadline, the instructor will either:

- waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
- provide an extension.

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

## **Complaints, Academic Integrity, Academic Offences, etc.**

**The Official Version of the Course Outline:** If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

**Accommodations for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Concerns About the Course or Instructor (Informal Stage):** We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows: Email: [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca) Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

**Discipline:** A student is expected to know what constitutes academic integrity [check

<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#), <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#), <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>