

SYLLABUS

[This syllabus is tentative; it may change.]

Class

Psychology 393, Research in Developmental Psychology, Fall Term 2011

Section 1. Mon & Wed., 12:30 - 2:20 p.m., PAS 4288

Section 2. Mon & Wed, 4:30 – 6:20 pm, PAS 3026

Instructor

Dr. Ori Friedman (PAS 4019)

Potential meeting times: Fridays anytime between 10am-5pm.

Teaching Assistant

Section 1. Angela Nyhout (PAS 4017). Potential meeting times: Mondays, 11:00am to 12:30pm.

Section 2. Amanda Pogue (PAS 4022) Potential meeting time: Tuesdays & Wednesdays, noon to 2pm.

Contacting the Instructor and Teaching Assistant

Please use UW-ACE to send e-mails connected with the class. To set up a meeting with the instructor or with your TA, please send an e-mail proposing a meeting time based on the potential meeting times listed above. Then we will either confirm the proposed time or propose another time.

Course description

This course is on Research in Developmental Psychology. To succeed in this class you will need to attend class, read assigned articles, and complete a series of assignments. If you miss a class, you are responsible for getting information about what you missed from other students. The instructor and TA do not provide notes or outlines to students who have missed classes.

Course requirements and grading

Your final grade will be based on assignments (90%) and class participation (10%).

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 you will need to go to the ECEC to observe children in 'free play'. The ECEC is located in the basement of PAS, and free play takes place between 10:15 - 11:20 am and 2:15 - 3:20 pm, although there is no afternoon shift on Fridays. To observe free play for assignments call Dianne Foreman at 33167 and let her know when to expect you.

Summary of Assignments

1. Statement of interests. Uploaded to UW-ACE. Ungraded
2. Open-ended observation in ECEC and paper. Max pages = 3. Worth 10%
3. Bibliography assignment. Worth 5%
4. Observational experiment, poster, and poster presentation. Worth 15% total (i.e. 10% poster, plus 5% presentation).
5. Journal article presentation. Worth 10%
6. Final project: Worth 50%
 - a) First draft. This is unmarked, but necessary for parts b) and d).
 - b) Write two anonymous reviews of others' first draft. Max pages = 3 per review. Worth = 6% (i.e. 3% for each review)
 - c) Final draft of paper. Max pages = 10. Worth 40%
 - d) Letter responding to reviewers. Worth 4%

Participation. This is worth 10% of the final grade. It includes attendance (about half the grade), and also making contributions to class discussions and question sessions. Students who miss classes or are late will receive low participation marks, as will students who rarely speak.

Written assignments.

All written assignments will be uploaded to UW-ACE. Uploaded assignments should be in .doc, .docx, or .rtf format. All assignments should be written in 12pt Times New Roman font, double spaced, with all margins set at 1 inch (2.54 cm). Page limits do not include title or abstract pages.

Many of the assignments will require you to use APA (American Psychological Association) format. i.e. the style described in the 6th edition of the APA Publication Manual (2010). Copies of the manual are reserved at the Dana Porter Library (Call Number is BF76.7 .P83 2010). You can also learn much about APA style by downloading the APA mini-manual PDF (in the “Useful PDFs and links” folder, which is under the Lessons Tab) though this applies to the 5th edition and so is not entirely up-to-date.

Policy on late assignments. Assignments **MUST** be turned in when due. The corresponding files should be uploaded to UW-ACE before class on the date due (unless specified otherwise). Unless you have an appropriate doctor’s note, or there is a death in your family (or some equally severe situation) assignments will not be accepted late. No broken printers, no hard-drives failures, computer crashes as excuses. Save it often, e-mail it to yourself as an attachment to have a backup, and please don’t leave it till the night before.

ASSIGNMENTS

1. Statement of life interests. Ungraded, but required. Describe things you enjoy in general life and find *interesting*. Perhaps describe a topic that you might be interested in investigating as a Developmental Psychologist. This might be a topic you’ve always been interested in, one you heard about in a class, or maybe something you just think about in trying to write the assignment. It does not need to be an established topic. Beyond saying what the topic is, you should specify why you find it interesting, and what you’d want to discover about it.

2. Open-ended observation in ECEC & reflection paper (max pages = 3; worth 10%). Observe children’s free play in the ECEC for a minimum of half an hour, and then write a reflection paper describing something you observed, and reflecting on its significance. You could write about something that happened in the span of one minute, some repeated event, or a general feature of children’s play that you noticed. The topic depends on what catches your attention and interest. But the paper should not be merely descriptive, so please do not just describe events. You should also discuss why you find what you observed interesting, or discuss questions that your observations raise.

3. Bibliography assignment (worth 5%). This assignment, conducted on computers, will test your ability to find citations and conduct literature searches.

4. Observational experiment, poster, and poster presentation; worth 15% (10% poster + plus 5% presentation). Working in teams you will come up with an observational scoring method, and then use it across two ECEC sessions. You will then *individually* prepare posters on your groups data, and upload them to ACE. You will then individually present your posters to the entire class. I have uploaded a template for creating posters in PowerPoint to the “Useful PDFs and links” folder, which is under the Lessons Tab. *This template may be useful for designing your poster.*

5. Journal article presentations. Max time per presentation is 15 minutes + 5 minutes for questions; worth 10%. You will choose a research paper based on your own interests, and present it to the class. Give the presentation using PowerPoint (or similar software), and both review and assess the paper. Tell us what you liked, what didn’t you like, and possible follow-up work that might be conducted. You must confirm your

chosen paper with me in advance, and post a PDF of your chosen paper to ACE. If a paper has already been chosen by someone else, you will need to choose a different paper.

6. Final Project: Worth 50% overall. You will design an experiment to be conducted on adults and children aged somewhere between 3- and 5-years-old. You will actually test the others students in class (i.e. adult participants), and “fake” data for the child participants. You will then write an APA style research paper reporting your experiment.

Important note. The experiment conducted on adults should use methods also appropriate for testing children. Only a few exceptions to this are permitted: 1) where children are shown a scenarios with adult narration, adults can look over a cartoon with the narrative written down; 2) where children are asked questions verbally, adults can answer questions using pen-and-paper; 3) where items meant to tax children’s abilities would be too easy for adults, more difficult items can be used (e.g., children and adults might get age-appropriate numerical problems).

Here are the steps in completing your APA style research paper:

- a) Write up a first draft as an APA style paper.
- b) **Two anonymous reviews. Max pages = 2 per review; worth 6% (i.e. 3% each) and graded by the author of the reviewed paper.** Each paper will be assigned two anonymous reviewers, and you will each review two papers. (If you do not submit your first draft, you will not be allowed to review anyone else's paper (b), nor will you be able to respond to reviews (d; see below), and so this will lead to an automatic 10% deduction in your final grade!).
- c) **Final draft of paper. Max pages = 10; worth 40%.** Revise paper in response to reviews to arrive at a final draft.
- d) **Letter responding to reviewers. Worth 4% (all-or-nothing).** Write a letter explaining your responses to the reviewers’ concerns. Best method is to keep the original review in its entirety, and respond below each of the reviewer’s recommendations in bold, either describing how you revised the paper in response to the recommendation, or explaining why you chose to not revise in accordance with the recommendation.

Week 1	Sep12	Discuss course. Assign A1 Statement of life/intellectual interests (ungraded).
	Sep14	Do Introductions with life interests
Week 2	Sep19	Discuss methods & introductions in class. Introduce A2 Open-ended observation in ECEC & reflection paper
	Sep21	Lab day; Open-ended observation in ECEC; class cancelled.
Week 3	Sep26	Computer room, meet in PAS1237
	Sep28	A2 reflection paper due; discuss.
Week 4	Oct3	Computer room, meet in PAS1237
	Oct5	Discuss observational papers. Form groups of four; each comes up with topic & coding scheme.
Week 5	Oct10	THANKSGIVING; class cancelled.
	Oct12	Lab day; Observation in ECEC; class cancelled.
Week 6	Oct17	Biblio assignment test in PAS1237
	Oct19	Talk about writing papers & experimental design; also all A5 posters must be uploaded before this class.
Week 7	Oct24	A4 poster presentations, part 1.
	Oct26	A4 poster presentations, part 2.
Week 8	Oct31	A5 paper presentations 1/8
	Nov2	A5 paper presentations 2/8
Week 9	Nov7	A5 paper presentations 3/8
	Nov9	A5 paper presentations 4/8
Week 10	Nov14	Everyone administers tests on everyone else.
	Nov16	Continue administering tests
Week 11	Nov21	A5 paper presentations 5/8
	Nov23	A5 paper presentations 6/8
Week 12	Nov28	A5 paper presentations 7/8; 1st draft of A6 paper handed in; papers disseminated to anonymous reviewers.
	Nov30	A5 paper presentations 8/8; A6 anonymous reviews due Dec 2 (2 per person) & given to authors.
Week 13	Dec5	Day off to work on final papers (unless we are seriously backlogged).

Final Papers are due on Monday December 12th, including letter responding to anonymous reviews.

MANDATORY CONTENTS FOR ALL SYLABBI:

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, 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

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

Accommodation for Students with Disabilities:

Note 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.