

Course Description

Course Structure

This course is designed to help you learn about child development from conception to middle childhood. The course follows two general principles of learning:

- Active learning
- Blended learning

Active learning means completing activities that help you to learn about a topic instead of just being a passive recipient of information. In this course active learning will be most evident in the Critical Thinking Assignment and in the three interactive mTuner quizzes. Active learning also includes participation in the *Ask Your TA* and *Ask A Student* discussion boards, and in the textbook publisher's online resources.

Blended learning means that some learning will take place online and some in the classroom. Discussion boards and interactive quizzes provide online learning opportunities. What you learn online, in class, and from the textbook will be assessed in quizzes and the final exam.

You will find that the lectures in this course are designed to present an overview of the textbook material and to help you learn the material in the textbook. The professor's and guests' lectures can also provide new materials that are meant to supplement the materials in the textbook.

Lectures are **not** designed as a repeat of the material in the textbook. Therefore, successful completion of this course will require a mastery of both the textbook and lecture materials; exam questions will be drawn from both resources. For those who do not wish to purchase the textbook, 4 copies of the textbook are available for you on reserve in the Dana Porter Library. Please see the Grade Breakdown document to learn the six ways that you may obtain marks for the course up to 100%, as well as three ways to obtain up to 4% in bonus marks. The instructions and rules of the course are all explained in website materials. It is your responsibility to know them. How well you know them may be reflected in your final mark. For example, if you miss an assignment, there is no way to make up the marks for it without a medical or other accepted certificate.

Course Goals and Learning Outcomes

- Psych 211 students think more intelligently and less reflexively about children's development
- Psych 211 students can connect research results to the needs of children

The goal is to learn more about children's development from conception to middle childhood.

Factors of interest to the field of psychology will be examined. These factors include:

- Physical development, including brain development
- Cognitive development, including language
- Social & emotional development

The outcomes of what you can learn in this course include:

- Knowing more than average about child development!
- Having justifiable confidence when interacting with children!

These outcomes will contribute to your:

- Success in other psychology courses
- Success in careers directly related to children (teaching, research, speech pathology, pediatrics, child psychology, child care, etc.)
- Success in careers indirectly related to children (software development, entrepreneurship, communication, general medical practice, health, social work, law, etc.).
- Success as wiser and happier parents, relatives, and friends of children



About the Professor

Dr. Kathleen Bloom

Background

Kathleen Bloom received a BSc. from Loyola University-Chicago in Psychology & Biology, and a PhD from the University of North Carolina, home to the Frank Porter Graham Child Development Institute where she conducted her dissertation research. Dr. Bloom's initial research was in the field of infant social development, studying the role of early vocalizations and eye contact in infant-adult interactions in the first months of life. Although she has spent most of her career at the University of Waterloo teaching research methods, statistics, and child development research seminars, she also worked for several years at Dalhousie University. For two years, while on leave from Dalhousie, Dr. Bloom taught developmental psychology research methods to paediatricians in the Child Development Program at Harvard University. There she learnt to conduct the Neonatal Behavioural Assessment Scale from Dr. T. B. Brazelton. On return to Dalhousie, Dr. Bloom worked as a developmental psychologist at the I.W.K Hospital for Children, assessing the neuro-behavioural status of sick and healthy infants and young children. Later, at Waterloo, she created *Research Works! for child literacy*, to promote knowledge-exchange partnerships between university researchers and literacy organizations. The project was part of the Community-University Research Alliances initiative of the Social Sciences and Humanities Research Council of Canada (SSHRC).

Current Research

As a result of the development of *Research Works!*, and with the inspiration and support of SSHRC, Dr. Bloom became a passionate advocate for “knowledge mobilization,” that is, for making scholarly knowledge more useful and usable. She studies how research theory and data can be translated to have impact beyond the walls of academia. Dr. Bloom teaches undergraduate and graduate students how to best find, weigh, and summarize research findings as a service to society. Her consulting firm, *Knowledge Impact Strategies*, www.kimpact.ca, provides reviews of research to innovators and policy makers in health, industry, education, and social services. You can learn more about this work at:

<http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html>.



About the Teaching Assistants

Mariami Khourochvil

My name is Mariami Khourochvili and I am starting my MASc in Developmental and Communication Science, with a focus on child cognitive development. I study how infants and young children combine physical properties of objects with their understanding of probability. I received my BSc in Biomedical Science with a Minor in Psychology from the University of Ottawa, where I did an honours thesis on maternal mental health during pregnancy. During my undergraduate training, I worked as a research assistant at the Obstetrics Clinic at The Ottawa Hospital, and this past summer I worked as a research assistant at the Developmental Learning Lab here at the University of Waterloo.

Charles Millar

J. Charles Millar is a PhD candidate for a combined degree in Cognitive and Developmental Psychology. He studies moral cognition and decision making in cases of ownership rights violations and property damage in adults. He received an H.BSc from the University of Toronto where he did an honors thesis on moral cognition. During his undergrad, Charles worked as a research assistant in the Psychology department and as a teaching assistant for courses such as Critical Thinking and Modern Symbolic Logic. Charles has also worked as the Program Assistant at the Robert Gillespie Academic Skills Center and has sat on the Board of Academic Appeals at the University of Toronto. Currently, Charles is researching how personality traits and the value of an object effects judgments in cases of ownership violations.

Polly Summers

Pauline (Polly) Summers is a first-year graduate student; she is enrolled in the MASc program for Developmental Communication Science, working with Dr. Ori Friedman. Although she is officially a member of the Developmental division, she is also interested in studying topics that fall under Cognitive and Social Psychology. Polly has an Honours Bachelor of Arts degree from the University of Waterloo, with a major in Psychology and a minor in English Language & Literature. Prior to discovering her passion for Psychology and the Arts, she had spent a few terms as a Math undergrad here at UW, and she has previously worked as a teaching assistant for a first-year Algebra course.

Polly's current research involves ownership and responsibility: she is investigating how ownership information influences people's assignment of blame for an accident (i.e., if an object causes damage, is the object's owner considered responsible by default?). This is a continuation of an undergraduate project, and she intends to begin new research projects soon:



she is planning to expand from ownership into other social/cognitive topics, and ultimately hopes to address these topics in a developmental context.

Communication

Email/Discussion Boards

Questions relating to academic issues (e.g., course content, deadlines, etc.) should be posted on the “Ask Your TA” discussion topic. This allows other students to benefit from your question and the teaching assistants’ answers. Questions of a **personal nature** can be directed to the professor, **Dr. Kathleen Bloom**, at kbloom@uwaterloo.ca.

Teaching assistants check their **Ask Your TA** discussion boards frequently and will make every effort to reply to your questions within 24 hours, Monday to Friday. Email and use the **Ask Your TA** discussion board of the teaching assistant to whom you were assigned. Get to know your own TA!

The professor checks email daily and will make every effort to reply to your questions within 24 hours, Monday to Friday.

An **Ask a Student** discussion board has also been made available to allow students to communicate with other students in the course. Your professor and teaching assistants may drop in occasionally but will not generally participate in the discussions.

You may also contact your teaching assistant in person regarding questions on course content, assignments, or administration. Email your teaching assistant for a convenient appointment time.

Teaching Assistant	Email address	Office hours
Mariami Khourchvili	mkhuroc@uwaterloo.ca	By appointment
Charlie Millar	charles.millar@uwaterloo.ca	By appointment
Polly Summers	pcsummer@uwaterloo.ca	By appointment

To reach Dr. Bloom for an appointment **please send her an email at kbloom@uwaterloo.ca**. A day and time **can easily be arranged for you**.

News

You are totally responsible for all information posted on the NEWS section of the Psych 211 F13 LEARN website and all other information on the course website as well. That information will not be repeated to you in emails or discussion boards by the teaching assistants or the professor.

If you request posted information you will receive the message: **Please consult the course website.** Dr. Bloom uses the NEWS section of the course website to make important announcements throughout the term by communicating new or changing information regarding due dates, assignments, etc. No accommodations will be made for missing the information. Check the NEWS daily. To make the process easier for you, set alerts on the website under Notifications, accessible by clicking the drop down arrow beside your user name in the top right hand corner of the screen. Follow instructions on LEARN:

Notifications
Control how you receive notifications about activity in your courses

Contact Methods

Email Address
Send email notifications to: kbloom@uwaterloo.ca [Change your email settings. NOT AVAILABLE](#)

Mobile Number
[Register your mobile](#)

Summary of Activity
Email me a summary of activity for each of my courses.

How often? **At what time?**

Daily 6:00 PM
Canada - Toronto

Instant Notifications	Email	SMS
Discussions - new message posted to a forum, topic or message for which I subscribed to instant notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dropbox - dropbox folder due date or end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to subscribed items	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - another user has subscribed to your updates	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolio - feedback added to my items	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item released	<input type="checkbox"/>	<input type="checkbox"/>
Grades - grade item updated	<input type="checkbox"/>	<input type="checkbox"/>
News - item updated	<input checked="" type="checkbox"/>	<input type="checkbox"/>
News - new item available	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quizzes - quiz end date is 2 days away	<input type="checkbox"/>	<input type="checkbox"/>

To ensure you are viewing the complete list of news items, you may need to click **Show All**. Why are we so strict about your responsibility for NEWS items and website materials? To be successful in university, careers, or jobs, you need to excel in carefully reading and following instructions without being told more than once. Psych 211 gives you the opportunity to perfect this skill.

Course Schedule

DATE	ACTIVITY	CHAPTER
	Week 1	
SEPT 9	Lecture #1	1
11	Lecture #2	
13	Online BONUS deadline	Friday!
	Week 2	
16	Lecture #3 – Katelyn Portelli	2
18	Lecture #4	3
	Week 3	
23	Lecture #5	
25	Lecture #6 – Roxanne Young	4
	Week 4	
30	Lecture #7	
OCT 2	QUIZ1	
	Week 5	
7	Lecture #8	5
9	Lecture #9	
11	CTA draft due	FRIDAY!
	Week 6	
14	Thanksgiving	6
16	Lecture #10	
18	CTA comments due	FRIDAY!
	Week 7	
21	Lecture #11	7
23	Lecture #12	
25	CTA final version	FRIDAY!
	Week 8	
28	Lecture #13 – Angela Lawton	
30	QUIZ 2	
	Week 9	
NOV 4	Lecture #14	8
6	Lecture #15 – Cara Cressman	9

	Week 10	
11	Lecture #17	
13	Lecture #18	10
	Week 11	
18	Lecture #19	
20	QUIZ 3	
	Week 12	
25	Lecture #20	11
27	Lecture #21	12
	Week 13	
DEC 2	Lecture #22	13
	FINAL EXAM	



Grade Information & Breakdown

Assignments	Date	Scope	Weight (%)
Critical Thinking Assignment:			
<i>Subcomponent marks for CTA</i>			
Draft submission	11 October 2013	See CTA Instructions now!	Required
Peer Comments	After you own draft post & by 18 Oct		2%
Final submission	25 October 2013		14%
Online quizzes:			
See mTuner Quiz Instructions now!			
Quiz 1	2 October 2013	Ch. 1-4; lectures through 30 September	8%
Quiz 2	30 October 2013	Ch. 5-7; lectures through 28 October	8%
Quiz 3	20 November 2013	Ch. 8-10; lectures through 18 November	8%
On-campus final exam			
Final Exam	See below	Ch. 2-13; all lecture materials through 2 December Must pass final exam to pass the course	60%
Bonus Points			
Syllabus Quiz	13 September	See relevant instructional documents	.5% Bonus
Introductions	13 September		.5% Bonus
SONA and/or Research Reports	2 December 2013		3% Bonus

Final Examination

The final exam will consist of approximately 120 multiple-choice questions. It is a cumulative exam and will cover chapters 2-13 and all lecture materials through December 2, 2013. You will have 2 hours to complete the final exam. You must pass the final exam in order to pass the course.

Examination schedule details will be available from the Registrar's Office approximately four weeks prior to the exam date.



Textbook and Study Resources

Textbook:

Required:

1. Berk, Laura E. (2012). *Infants and children: Prenatal through middle childhood (7th ed)*. Allyn and Bacon, Pearson Education.

This version of the text book is **REQUIRED** reading. No other version is acceptable.

Psychology 211 has placed **4 copies of the book on reserve** in the Dana Porter Library for those who do not wish to purchase the textbook.

No other textbook materials are required.

Study resources contained within the textbook:

Key terms	<ul style="list-style-type: none">• Defined in-text (highlighted in blue)• Listed at the end of each chapter• Listed in the glossary at the back of the book
'Ask yourself' questions	<ul style="list-style-type: none">• Box at the end of each major section• Review, apply, connect, reflect• Answers are on the MyDevelopmentLab website
End of chapter summary	<ul style="list-style-type: none">• Review questions to prompt active learning• Covers key points in each major section of the chapter
Milestones table	<ul style="list-style-type: none">• Appears at the end of each age division (infancy and toddlerhood, early childhood, middle childhood)• Summarizes major physical, cognitive, language, emotional, and social attainments

MyDevelopmentLab: A study resource sold by the publisher of the textbook.

This resource is not required, advocated, or discouraged by the Psych 211 professor. Do not expect Chapter Exams in this resource to be related to our Psych 211 course quizzes or exams. Our course has no relationship to the publisher's materials beyond the textbook nor can we answer your questions from these resources.

Textbook chapters	<ul style="list-style-type: none"> • E-book version of the text
Pre-test	<ul style="list-style-type: none"> • Gauges proficiency before reading the chapter • Identifies areas of strength and weaknesses • Generates customized study plan
Post-test	<ul style="list-style-type: none"> • Same as the pre-test, but intended for after the student has read the chapter
Chapter Exam	<ul style="list-style-type: none"> • 25 multiple choice questions
Study guide	<ul style="list-style-type: none"> • Learning objectives for the chapter • Study questions covering each major section of the chapter • Crossword puzzles • Practice test and answers
Multimedia Library	<ul style="list-style-type: none"> • 'Ask yourself': questions from the text with grading option • Short biographies of important people • Explore: learning activities to stimulate student thinking • Quick review: multiple choice questions and answers • Simulate: interactive activities • Watch: videos
MyVirtualChild	<ul style="list-style-type: none"> • Interactive simulation that allows you to raise a child and monitor effects of your parenting decisions
Careers in human development	<ul style="list-style-type: none"> • Description of careers and how human development relates to those jobs



University & Course Policies

Cross-listed Course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Missed Assignments, Quizzes, Tests, Exams

The Critical Thinking Assignment and Quizzes are submitted online. The Final Exam is held on campus. Dates are listed in the course schedule. For the most part, **accommodations will NOT be made for late assignments or missed quizzes. Plan early, check your Internet connections in advance, read the quiz instructional documents early, and consult your teaching assistant if you have any questions.**

Accommodations will be made only for exceptional circumstances, primarily due to health problems. Contact your teaching assistant BEFORE THE DUE DATE if you have any questions about this rule.

If you have a medical issue please contact the professor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours before the due date. **You must have a medical practitioner complete a Verification of Illness Form.**

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Student Medical Clinic](#) website.

MISSED FINAL EXAMINATIONS

If you are unable to write a final examination due to illness, seek medical treatment and provide confirmation of illness to the professor within 48 hours by emailing a scanned copy of the completed University of Waterloo [Verification of Illness Form](#) to support your request for accommodation. In your email, provide your name, student ID number, and the examination(s) missed. You will be REQUIRED to hand in the original completed form at the time you write the make-up examination, which should be within a week of having missed your exam. The original completed form must be received before you are able to write a re-scheduled exam.

Further information about [Accommodation Due to Illness](#) regulations is available in the Undergraduate Calendar.

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. Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Academic Integrity Website for Graduate Students](#).

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, 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. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances, (other than a petition) or Policy 71, Student Discipline, may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

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](#). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Note for Students with Disabilities

[AccessAbility Services](#), 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

uWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. These Web pages are owned or controlled by the University of Waterloo. By accessing the Web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt or change in any way the content of these Web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant Web sites, resources, and services on the Web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1.

mTuner Quizzes – 8%

Objectives

This term, we will be using a web-based assessment tool called *mTuner*, which stands for ‘mind tuner.’ It was inspired by the idea of “assessment **for** learning” as opposed to “assessment **of** learning.” It was built upon the latest research in the field of higher education.

For example, we now know that when you answer a test question, you remember the answer even if it is incorrect. It is best to provide students with the correct answer as soon as possible. We also know that even when you have learnt the correct information it still might be buried in your brain and unable for you to access easily and rapidly. Your memory needs to be stimulated a bit to retrieve the correct information which you in fact already know.

mTuner is a way of taking mid-term quizzes that actually helps you learn the course material as you take the quiz. *mTuner* was invented by Psychology Professor, Dr. Steve Joordens and his graduate students, at the University of Toronto. *mTuner* is a multiple-choice test but with extra features.

As Dr. Joordens describes it: *“Here’s the idea: when someone tunes a guitar they go one string at a time and see if it’s in tune. If it is, they leave it and move on. But if it isn’t, they “tune it up” and then move on. When they are done, they have all the strings in tune which is a beautiful thing! The mTuner quizzes try to tune up your knowledge of what you learned while also assessing where you’re at.”*

In summary, our three *mTuner* quizzes are designed to:

- Assess your knowledge of the material covered in the course
- Solidify the material you already know
- Correct any misconception or gaps in knowledge that you might have so that you are better prepared for the final exam

Preparations

What you need to do NOW!

The quizzes are online. You will need to have access to a **computer** in order to take the quiz.

1. The **quiz will be available only during class time: 4:30 to 5:50 p.m.** However, you will not come to the classroom to take the quiz.
2. You **cannot** take the *mTuner* quiz on a mobile device.

3. You **cannot** take the *mTuner* quiz unless your computer is virus- and malware-free. The university provides recommendations and free software for protecting your computer: <http://www.ist.uwaterloo.ca/admin/virus.html>.
4. Maintain an updated version of the browser on your computer. *mTuner* supports the latest versions of Firefox, Chrome, Opera, IE, and Safari. Your browser must be able to support HTML5 video. To update your browser, visit the respective website of your browser.
5. You **must use** a stable internet connection when you access any online test including *mTuner*. If you lose internet connection or refresh the webpage in the middle of a question, you will lose access to that question even if you can log back on.
6. **Close all other programs and browser tabs** before you begin *mTuner*. Don't forget to do this!
7. **Now** you must **practice taking the quiz**. If you don't practice taking the quiz and something goes wrong you will receive 0% as your mark, no exceptions. We will be able to determine whether you took the practice quiz.
 - a. Go to <http://uow.mtuner.ca/>. Log in to your account. **Your username for the website is your WatID user, and your password is your Student ID.**
 - b. On the top right-hand corner of the website, left-click on the green button with your name on it. **On the drop down menu, click 'Watch Introduction Video'**. This is a video of Dr. Joordens explaining how to use *mTuner*.
 - c. Take the practice quiz. **Deadline for practice quiz: 18 September**
 - d. If you have any problems, contact your TA **on the discussion board**.

Instructions for completing Psych 211 midterm quizzes

Psych 211 quizzes are **multiple choice tests**.

Each quiz will have 40 questions, and you will have 80 minutes to complete the quiz.

To access the quiz, you will need to complete the following steps:

1. Go to <http://uow.mtuner.ca/>. Log in to your account. Click on the quiz you wish to take. The quiz will begin and **you will only have until 5:50 p.m. local time to complete it**.
2. You will see the first question, but no answer alternatives. You will be given 1 minute to type what you think is the right answer. Submitting **your best guess** prepares your brain for answering the question. Once you are finished typing your answer, press the **submit button**. Your typed answer **will not be marked**.
3. Then, you will see four alternative answers, one of which is most correct. You'll have **one minute to choose** what you think is the best answer. If you are correct, your answer will be acknowledged as correct!
4. Click to see an explanation of **why that answer is correct**. This explanation will confirm what you know and can make you better prepared for the cumulative final exam. In a sense, you are stamping in your knowledge while taking the quiz: "assessment for learning"!
5. You earn 2 points by getting the question **right on the first try**. You will be able to see your points accumulate. Now you can **move on to the next question**.
6. **If you chose the wrong answer once:**
 - a. You will be directed to some hints - either a relevant passage from the book or notes from a relevant lecture. Read that passage and it should help you to figure out which answer is right.
 - b. Try again to answer the questions. If you chose the correct answer this time you will be told you're right, and you'll be able to see the explanation and move on. You get **1 point for getting it right the second try**
7. **If you choose the wrong answer twice**
 - a. **mTuner** will show you the right answer and let you check out the explanation of why the answer is right. You won't earn any points, but at least you will have your "mind tuned". You will have learnt what we see as the right answer and can study it for future use.

8. If you run into emergency technical problems during the test period, please e-mail Robin Walker and Tim Cheng at support@mtuner.ca. They are the developers of *mTuner*, and will be able to help you with technical problems.

***mTuner* quizzes will be held during class time (4:30 to 5:50 p.m.) on the following dates:**

Date	Content
2 October, 2013	Chapters 1 - 4, and lectures
30 October, 2013	Chapters 5 - 7, and lectures
20 November, 2013	Chapters 8 - 10, and lectures

References:

Cheng, K.C., Joordens, S., & Walker, R. (2013). *mTuner* – Tuning Students' Memory Like a Ukelele. Poster session presented at the 25th Annual Convention of the Association for Psychological Science, Washington, DC.



Critical Thinking Assignment

Introduction

The Critical Thinking Assignment (CTA) allows you to obtain course marks in two ways.

- Creating your own research proposals (14% of final mark)
- Reflecting on two drafts (2% of final mark)

Know the Critical Thinking Assignment schedule!

1. All instructions are available now at the start of the term. All submissions are online. The DRAFT and COMMENTS assignments are posted on their respective Discussion boards. The Final CTA submission is sent to your teaching assistant's DROPBOX. Deadlines begin at **12:00 AM** local time and expire at **11:59 PM** local time.
2. You can read the instructions and begin thinking about and discussing the assignment with your peers. You can begin writing a draft of your study as you read Chapter 1.
3. By **FRIDAY 11 October** 11:59 PM you must post a draft of your CTA research study on the CTA draft discussion board. No late submissions are permitted without a medical certificate. You cannot see other students' drafts until you have submitted your own draft. *It would not be fair.*
4. By **FRIDAY 18 October** 11:59 PM you must submit COMMENTS on the drafts of the two students whose work will be assigned to you for reflection. You will be marked on the quality of your comments. You cannot submit comments unless you have submitted your own draft. No late comment submissions are permitted without a medical certificate. You cannot see other students' comments on your draft unless you have submitted your comments on theirs. *It would not be fair.*
5. By **FRIDAY 25 October** 11:59 PM you must submit the FINAL version of your CTA research study to the **Dropbox** on the Psych 211 LEARN website under the **Assessments** tab. No late submissions are permitted without a medical certificate. The final version must be presented in:

MSWord (.doc or .docx) format
Times New Roman 12pt font
Single-spaced lines
1000 word limit
6. Marks for the CTA will be provided before the end of the term. Please be patient. Marking the CTAs is a huge investment in teaching assistant time.

Create YOUR research proposal! Help others to do the same!

Research psychologists are trained to think critically about people. Critical thinking skills are

needed to understand the behaviour of others. Psychologists ask difficult and probing research questions about **changes** in children's development. They have to think critically about why and how they will ask the question, they have to design the study, and then they must think about how the results will be interpreted and applied. The goal of this assignment is to give you **experience as researchers** in thinking critically about how you would study the development of **a particular ability that children acquire over time.**

Researchers use different methods to collect data about children. In this assignment you will be asked to use only the **observational** method. The observational method is the most common method used in child development and you have already learnt about it from your textbook. Observational studies assess the behaviour of children by watching how often they do something of interest. Researchers observe how its occurrence, frequency, or quality changes or doesn't change over time.

Suppose you are interested in early speech and language development and want to know how English-speaking children come to make the "th" sound when they say words like "thirsty." You might simply watch (observe) young infants vocalizing for an hour each month, and record if and how many times you hear them make that sound. You would observe them again as they develop language to see if the sound is present and/or changes over time. To read more about observational experiments please see p. 31-32 of your text.

This assignment requires you to study not speech and language development but rather the development of **one of the following three abilities:**

1. **Categorization** (p. 222)
2. **Self-Awareness** (p. 280-281)
3. **Empathy & Sympathy** (p. 371)

Before choosing one of these abilities for your assignment, please READ the short descriptions of the abilities in your textbook. You are expected to confidently jump ahead in the textbook and read these short passages. Corresponding page numbers have been provided to make this task easier. You may even want to consult resources on the Internet for more background information and to make sure you understand the ability you are choosing to study. Our course materials may not yet be on these three abilities, but the descriptions in the textbook are quite straight forward. Please bring any questions about the ability to your teaching assistant or to other students on your discussion boards.

To make the assignment a bit easier for you to complete, we have provided questions along the way to guide your **critical thinking skills.** There are three steps for you to follow:

1. **Design the study**
2. **Discuss the possible results**
3. **Explain the implications of the expected results**

Creating Your Research Proposals!

Part One – Design the study (Total = 22 marks)

In a **maximum of 500 words**, please describe the observational study you plan to conduct to better understand changes in: categorization, self-awareness, or empathy & sympathy. This section of your paper should contain in it answers to the following questions:

1. What ability will you observe and why?

Briefly outline which of the three abilities listed above that you plan to study. **Give an example and why this ability is of importance.** Please **be specific** about your research idea and your plan. For example, “I will observe children playing” is too general. Instead, observe something more specific, such as children making “pretend sounds.” State why you think the ability is important to children’s development. You may **email or speak to your TA** about your idea before you go any further. (3 marks)

On what factor(s) will you collect (record) information? Will you measure how fast the children speak, how many cookies they eat, what colours they choose from a box of toys? What will you specifically measure? **What information will you record and how will you record the information?** (3 marks)

2. What research method will you choose, and what is your justification for this choice? (4 marks)

Please choose one of the three methods below for the design of your study. More information about these methods was already covered in the textbook material of the course. The methods should not be new to you.

- **Longitudinal** - This method typically involves following one group of children for a designated time period. For example, the children might start at 3 years of age but when your study is complete they might be 6 years old.
- **Micro-genetic** - In contrast, this design typically involves studying one group of children at one age *repeatedly for a short period time*.
- **Cross-Sectional** - This design requires multiple groups of children at different ages. For example, to conduct one of these studies you might need to observe a group of 3-year-olds, a group of 4-year-olds, and a group of 6-year-olds

Describe the reason for the design you chose, relating it back to the ability you chose to study.

3. **What age(s) will you observe and how many groups of children will be in your study? You may have just one group. (4 marks)**

Choose the appropriate age group for the research topic. Relate the ages of children in your study to the design of your study. Choose the appropriate number of groups for the purpose and design of your study.

4. **How often will you observe the children and record data? (4 marks)**

Different research questions require observations of children at different frequencies. Use the design of your study to help you decide how often you are going to conduct your observations:

- **Longitudinal** – Data collection typically occurs over several months or years and involves observing children repeatedly throughout this time period.
- **Micro-genetic** – This design typically requires observations over a short time period. This design is best for examining the effect of practice or new environmental factors on children's behaviour.
- **Cross-sectional** – A great deal of data are collected over a very short period of time, but more than one set of participants are observed. Each participant may or may not be observed more than once.

*For more detailed information please see p.39 of your text

5. **Overall summary of the purpose of your study and methods (4 marks)**

Explain again the question you are asking, why you are asking it, and how you plan to do so. Justify your methods to meet the purpose of the study.

Part Two – Your Possible Results (Total = 6 marks)

Skilled researchers think about the possible results they will obtain before they conduct the study. It is a way of checking again on the question and the design. In a **maximum of 300 words** describe for the reader what you think your results may show. Use the following questions to guide your answer:

1. **Do you expect differences across the ages you observed? If not, why not? (1 mark)**
2. **Will they be particularly large or small changes? (1 mark)**
3. **Will changes in the ability be sudden or gradual? For example, will there be a gradual increase from age 3 to 5 in this ability or is there a fast increase from age 3 to 4. (1 mark)**

4. **What will your results look like?** Supplement your proposed results with a graph or table. (1 mark)
5. **Summary of results.** In no more than 3 sentences clearly state the proposed results: the expected “take home message” of the study. For example: *I believe that my study will show that children....*(2 marks)

Part Three – How Your Results Matter (Total = 6 marks)

In a **maximum of 200 words**, please describe the implications of your results.

1. **What do your results suggest about the path of development of this ability?** For example, is the course of development of this skill, *as you measured it*, **continuous or discontinuous?** (2 marks)
2. **What are some practical implications of your study?**
 - How might your findings specifically assist professionals in supporting children’s development? (2 marks)
 - How might your findings specifically assist families in supporting children’s development? (2 marks)

You are welcome to seek assistance from your teaching assistant and peers. When you finish the assignment, we hope that you feel a sense of achievement in thinking critically about children’s development.

Part Four – Quality of Your Work (Total = 8 marks)

Critical thinking skills are effective only when they can be well presented to others. You will be marked on the clarity, style, and appropriateness of your writing for a university-level essay.

Teaching assistants will judge your work based on the following factors:

- Factor 1. **Were there *any* spelling, punctuation, or grammar errors?** (None = 2 marks, one error of any kind = 1 mark; more than one error = 0 marks. Use Spell Check!)
- Factor 2. **Did any parts of the paper have to be read repeatedly for it to make sense?** (2 marks)
- Factor 3. **Did you adhere to the rules of formatting including:** (2 marks)
 - MSWord (.doc or .docx) format
 - Times New Roman 12pt font
 - Single-spaced lines
 - 1000 word limit

Factor 4. **Did you use paragraphs appropriately?** (2 marks)

- Being able to compose a proper paragraph is very important to success in university, in business, and in many other domains. Here is a YouTube definition and explanation of the structure of a paragraph.
<http://www.youtube.com/watch?v=mweXIEOZjQQ>
- Use bullet points to increase clarity (as I have in these instructions)

Comments on Research Proposals!

Reflecting on two assigned drafts (Total = 16 marks)

For this part of the Critical Thinking Assignment you now get to change roles. Please read the drafts written by the two students to whom you have been assigned. Please comment on the same factors that we will use to ultimately judge the students' final proposal. The process of commenting on someone else's work is called "peer review"! As you know, it is often difficult to look at our own work objectively. By commenting on your fellow students' work you will not only be helping them but also be polishing your own skills!

Method:

1. Read the draft
2. Consider the four factors mentioned in part 4 on the previous page.

Factor 1.	Were there <i>any</i> spelling, punctuation, or grammar errors?
Factor 2.	Did any parts of the paper have to be read repeatedly for it to make sense?
Factor 3.	Did you adhere to the rules of formatting?
Factor 4.	Did you use paragraphs appropriately?
3. For each factor, find one example where an improvement can be made. Using the Excel template form provided in your course materials on LEARN, complete the following for each example:
 - Copy the text where the problem occurred
 - State clearly the nature of the problem. What's wrong?
 - State precisely how the problem can be repaired (rewritten, improved, etc.)
 - Include the page and line number where the troublesome text begins
4. If you cannot find a problem with one or more of the factors, you must state a trouble-free example of the factor. If problems exist and you did not find them you will lose the assigned points!
 - Copy the text where the factor is exemplary
 - State clearly why this is a good example of the factor
 - State precisely what one can learn from this example
5. You will receive up to 2 marks for the quality of each row of information you provide. There are four rows for each student. However, providing the text and the page/line #

without 2nd and 3rd cells completed will = 0 marks for that row

6. You must post your comments using the Excel file (*Psych211 F13 Comments Form.xlsx*) as an attachment in the CTA Peer Review discussion board to receive credit. Thank you.



Introduction Bonus

Due: 13 September 2013, 11:59 PM - .5 bonus points

Introduce Yourself

Objectives

This orientation task is designed to help you to

- Become familiar with the LEARN environment
- Test your computer's ability to connect properly to the discussion boards used in the course
- Become acquainted with your classmates and their objectives in taking the course

Instructions

Please introduce yourself in your assigned "Introduce Yourself" discussion board

To earn the bonus point you must post a message to your classmates containing appropriate answers to *all* of the following 5 questions.

- What is the name of the Faculty, the department, and if applicable, the program in which you are studying
- What is your level of study (2nd year? Honours?)?
- Why you are taking the course?
- What do you expect to learn from the course?
- How you hope to use the knowledge that you gain from the course?

You may also include anything you would like your classmates to know about you, e.g., your interests, recent vacations, movies you would recommend, books you've recently read, or even share restaurant recommendation or recipe! Feel free to respond to the posting of another classmate and respond to those who have posted a response to you.

Please note that your classmates will be giving you advice on your Critical Thinking Assignment. Get to know each other now.



Syllabus Bonus

Due: 13 September 2013, 11:59 PM - .5 bonus points

Course Content, Procedures, and Rules

Objectives

This orientation task is designed to help you to know

- The objectives of the course
- What is expected of you for completing and passing this course
- Ways in which you can obtain the best mark possible

Instructions

- Read the all course materials and NEWS items on the website
- Make notes on the details
- You will be tested on these materials
- Complete online **Syllabus Quiz** by 13 September 2013
- You must get 75% of the answers correct to earn the bonus point!

SONA Bonus

Due: 2 December 2013, 11:59 PM – up to 3% bonus points

Because experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" of up to 3% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

To achieve the full bonus 3%, you must complete written research reports **and/or** participate in SONA experiments. SONA is a software system that manages experiments. In other words, you may choose to complete a total of 3 written assignments, participate in 3 experiments, or may choose any combination of the two forms. For example, you may submit 2 written reports and participate in 1 one-hour experiment. Alternatively, you may submit 1 written report and participate in 2 one-hour experiments.

Rules for Research Participation

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student want to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<https://uwaterloo.ca/research-experiences-group/participants/sona-information>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

[REG Participants' Homepage](#) (new link added)

If you want to obtain bonus points it is **VERY IMPORTANT** that you get an early start on your studies before the opportunities are no longer available in the term.

Rules for Written Research Reports

Listed below are videos of 3 studies and information about the videos. To achieve **ONE** bonus credit, you must watch the videos corresponding to one experiment and read the corresponding information. After doing this you will write a one-page, single-spaced (12 pt. standard font) response. You must use proper spelling and grammar to get credit. **Submit your research report(s) online in the SONA reports DROPBOX anytime up to December 2nd.** Your response will be marked as pass or fail. Please include the following information:

1. A description of what the research question that was being asked by the researchers. Try to relate it to the textbook material if you can.
2. A description of the research method that used to answer the question.
3. What is the age group of the participants in the study (this may need to be approximate)
4. What differences did you notice amongst the videos
5. If there are children in the videos, what are the children doing? How are they behaving?
6. Some general comments about the experiment/topic
 - o What did you find most interesting?
 - o What do you think are the practical implications of this research?

- Why do you think that this research is important?

Written Report #1: Infant Perception of the Visual Cliff Study conducted by Joseph Campos and David Anderson

- Read about and watch the videos about the visual cliff experiment
<http://babycenter.berkeley.edu/VisualCliff.htm>
- Please watch **all three** infant videos by clicking on infant one, infant two, and infant three

Written Report #2: Infants Understanding of Harm conducted by Kiley Hamlin

- Read about Kiley Hamlin and her study of Harm:
<http://www.abc.net.au/radionational/programs/healthreport/babies-and-a-sense-of-morality3f/4489190>
- Watch the **six videos** posted at the **END of the page**. These videos are called successful helper, failed helper, successful hinderer, failed hinderer, control jumping, control slamming. These videos are different conditions of the same experiment.
http://cic.psych.ubc.ca/Media_Videos.html

Written Report #3: Preschooler's Understanding of Norms conducted by Hannes Rakoczy, Felix Warneken and Michael Tomasello

- Read about toddler's understanding of norms here:
<http://www.sciencedaily.com/releases/2012/07/120726122125.htm>
- Watch **four videos** from one of their experiments. Please watch one video starting with each a 1, 2, 3, and 4 (e.g., you could watch video 1a, 2b, 3a, 4c). These videos are all of different forms of the same experiment.
http://supp.apa.org/psycarticles/supplemental/dev_44_3_875/dev_44_3_875_supp.html

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