

COURSE OUTLINE

CLASS

Psychology 393, Research in Developmental Psychology, Fall 2013

Section 1: Mon & Wed., 12:30 - 2:20 p.m., HH 334

Section 2: Mon & Wed, 4:30 – 6:20 pm, HH 334

INSTRUCTOR

Section 1: Katherine White (PAS 4014) white@uwaterloo.ca

Office hours: By appointment

Section 2: Angela Nyhout (PAS 4012 or 4206) aknyhout@uwaterloo.ca

Office hours: By appointment

TEACHING ASSISTANTS

Section 1: Drew Weatherhead (PAS 4016, deweathe@uwaterloo.ca)

Office hours: TBA

Section 2: Madison Pesowski (PAS 4017, mlpesows@uwaterloo.ca)

Office hours: TBA

CONTACTING US

TAs will be holding weekly office hours. If you would like to set up an appointment outside of those hours or with the instructor, please email us or talk to us after class.

RESOURCES

There is no textbook for the course. Required readings will be posted to LEARN.

COURSE DESCRIPTION

This course is designed to equip students with many of the skills used by researchers in developmental psychology, and in psychology more broadly, to conduct psychological research. Students will learn about common developmental research methods and will explore how researchers develop questions and design experiments. The course is designed to be driven by students' own interests and students will have the opportunity to ask research questions, design studies and collect data, and present their research findings in both oral and written formats. Please note that students will not be directly working with children in this course. Students will have the opportunity to collect observational data of children in the Psychology Department's Early Childhood Education Centre, but will be collecting experimental data from fellow students in Psych 393. To succeed in this course, students must attend class, be engaged, and complete a series of assignments.

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Identify your own research interests and ask research questions that address them.
2. Design empirical studies that will help to answer your research questions.
3. Interpret data.
4. Critically interpret and comment on manuscripts written by other researchers, identifying both strengths and weaknesses.
5. Effectively present your own and others' research in the form of poster presentations, oral presentations, and written reports.
6. Identify and understand common methodologies used within the field of developmental psychology.
7. Locate relevant resources within research databases, such as PsycINFO, using a variety of search functions.

GRADE BREAKDOWN

1. Bibliography test. Worth 5%

2. Observation in ECEC and paper. 2-3 pages. Worth 5%

3. Article critique based on group discussion. 2-3 pages. Worth 5%

4. Journal article presentation. Worth 15%

5. Final project. Worth 60%

a) *First draft.* This is unmarked, but necessary for parts c) and e).

b) *Poster presentation.* Worth 10%

c) *Anonymous reviews of two other students' first drafts.* Max pages = 3 per review. Worth 6% (i.e. 3% for each review)

d) *Final draft of paper.* Max pages = 10. Worth 40%

e) *Letter responding to reviewers.* Worth 4%

6. 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 should be uploaded to LEARN. Uploaded assignments should be in .doc, .docx, or .rtf format. Do not submit PDFs for any assignment. 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) on 3-hour loan. A "mini-manual" has also been uploaded to LEARN.

POLICY ON LATE ASSIGNMENTS

Assignments are due on the date listed on the syllabus. The corresponding files should be uploaded to LEARN before class on the date due (unless specified otherwise). If your assignment is late for any reason other than those described below (see UW Policy on Missed Assignments), you will be penalized 10% of the mark per day.

THE EARLY CHILDHOOD EDUCATION CENTRE (ECEC)

One class will be replaced by a lab day. To complete Assignment 2 you will need to go to the ECEC to observe children in “free play”. The ECEC is located in the basement of PAS. Free play takes place between 10:15-11:20 am and 2:15-3:20 pm. You may observe during the morning sessions from M-F or during the afternoon sessions on Tuesday and Thursday. To observe free play call Dianne Foreman at 33167 and let her know when to expect you (see available dates below). *Dates you may visit the ECEC: Sep 23, 24, 25, 26, 27.*

ASSIGNMENT DESCRIPTIONS

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

2. Open-ended observation in ECEC & reflection paper; max pages = 3; worth 5%. 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. In your paper, you should propose a question or theory about your observation and describe how you might test this question. Your discussion should include all or some of the following: what type of subjects would be required to test this question? What type of situation/task would be appropriate (e.g., observation, a particular experimental task)? Please avoid raising a question about a particular child and instead pose a question about child development more generally.

3. Individual article critique based on group work; max pages =3; worth 5%. I will make available 5 articles about a range of topics in child development. Based on students’ interests, students will be assigned in groups to read and critique one of the articles. Students are expected to read their assigned article in detail before the group discussion. During the group discussion, students should discuss the following questions, which should be the focus of the written critique to be submitted before the following class. The written critique should be completed independently, based on the group discussion.

-What was the point of the article? What question(s) was/were the authors trying to answer?

-What was the critical manipulation the authors did to test this question?

-What was the most important part of the results that addressed this question?

-What did you like, what didn’t you like, what are your remaining questions?

4. Journal article presentations. Max time per presentation is 15 minutes + 5 minutes for questions; worth 15%. 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 why the topic is interesting, what you liked, what didn’t you like, remaining question, and possible follow-up work that might be conducted. You must confirm your chosen paper with the instructor or TA in advance, and post a PDF of your chosen paper to LEARN. If a paper has already been chosen by someone else, you will need to choose a different paper.

5. Final Project; Worth 60% overall. You will design an experiment to be conducted on adults and children aged somewhere between 3- and 5-years-old. You will 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 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 tests 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 Final Project:

a) Write up a first draft as an APA style paper.

b) Create and present a poster describing your study.

I have uploaded a template for creating posters in PowerPoint to the “Useful Files” area. This template may be useful for designing your poster. Posters should be no larger than 86cm X 111cm, though you may choose whether you prefer landscape or portrait. You can save money by making your poster black and white; color is not necessary. To get ideas for your poster, walk around the research area on the 4th floor of the PAS. Feel free to get creative (e.g., color it in by hand).

You have two options for printing your posters:

Use a regular printer. You can print your poster on individual separate sheets of paper and arrange them in a rectangle (e.g., 4 X 4 sheets). You could do the same, but then tape/glue the sheets, so that there are no gaps between them. For this option, “poster printing” should be one of your printer settings in Powerpoint; it is found in the same place as your setting for “multiple pages per side”. Also for this “taping” option, you may want to adjust your print margins so that they are as small as possible

Use a commercial printer that prints large posters. You can have a company print your poster. Fedex in University Plaza near Harvey's is probably cheapest. To order a black and white poster on normal paper ask for an “over-sized black and white print 34 inches by 44 inches”. This option costs about **\$10 plus tax** (but perhaps confirm the price and other details before making your poster). Ordering a color poster will cost \$50-\$75 plus tax and will be printed on thicker poster paper. Again, this is **NOT** necessary or required. To have a poster printed commercially, you will probably need to provide them with a .pdf of your poster. Remember that the printer cannot print right to the edges, so leave at least a 1/4 inch of margin room in your design. Finally, if you decide to go with a commercial printer, call them in advance to see what their current wait times are (Fedex: 519-746-3363)

c) 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, nor will you be able to respond to reviews (e; see below), and so this will lead to an automatic 10% deduction in your final grade!). I have posted a PDF called “Sample reviews and revisions” to LEARN, which will show you what reviews typically look like.

d) Final draft of paper. Max pages = 10; worth 40%. Revise paper in response to reviews to arrive at a final draft.

e) **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 review recommendations in bold, either describing how you revised the paper in response to the recommendation, or explaining why you chose not to revise in accordance with the recommendation. (Again, see the PDF, "Sample reviews and revisions").

COURSE SCHEDULE

If you miss a class, it is your responsibility to contact a fellow student to determine what you missed.

Date	Topic	Details
Sept 9	Introduction	Course intro; Discussion of interests
Sept 11	Lesson: Getting started in research	
Sept 16	Lesson: Conducting literature searches	Meet in PAS 1237
Sept 18	Lesson: Current Developmental Research Methods	
Sept 23	Assignment 1: Bibliography test (in class)	Meet in PAS 1237; Description of Assignment 2
Sept 25	ECEC Observations	NO CLASS; day off for ECEC observations
Sept 30	Class discussion: reflection papers	Assignment 2 due (Sept 30); Each student will discuss reflection paper with the rest of the class
Oct 2	Class discussion: reflection papers	
Oct 7	Lesson: Interpreting data	
Oct 9	Lesson: Writing papers	Assignment 3 guidelines and group papers assigned
Oct 14	Thanksgiving	NO CLASS
Oct 16	Group discussion of articles	Assignment 4 guidelines given
Oct 21	Presentations: Assignment 4	Assignment 3 due
Oct 23	Presentations: Assignment 4	Journal article presentations (~4 presentations/day)
Oct 28	Presentations: Assignment 4	
Oct 30	Presentations: Assignment 4	
Nov 4	Presentations: Assignment 4	
Nov 6	Presentations: Assignment 4	
Nov 11	Final experiment class testing	Day to run experiments with classmates
Nov 13	Final experiment class testing	
Nov 18	Final experiment class testing	
Nov 20	Lesson/Discussion: Media representation of science	
Nov 25	Writing Day	NO CLASS; day to work on final paper
Nov 27	Presentations: Assignment 5	First draft of final paper due (Nov 27); Poster presentations; Bring printed poster to class for presentations; Anonymous review due (Dec 2)
Dec 2	Presentations: Assignment 5	

Final papers are due on Friday, December 13th by 5:00pm. Please include your letter of response to the anonymous reviews.

UW POLICY ON MISSED ASSIGNMENTS

Students are entitled to an extension of deadlines for legitimate medical reasons. It is your responsibility to inform the instructor of your illness and provide documentation in a timely manner. If there is undue delay, the instructor reserves the right to refuse an extension or makeup. The timing of the extension or makeup will be at the discretion of the instructor.

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

*(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

*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. Please be aware that a note on a prescription pad is not an acceptable medical certificate.

*Submit the UW Verification of Illness Form to the instructor within 48 hours of the due date

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

*Waive the course component and re-weight remaining term work as 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.

If you miss an assignment deadline for a reason other than serious personal illness or family emergency (documentation required in both cases), you will not be granted an extension.

Students who are experiencing extenuating circumstances should inform their academic advisors regarding their personal difficulties. If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and Counseling Services as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

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 students require academic accommodations to lessen the impact of their disability, they should register with AccessAbility Services at the beginning of each academic term.

COMPLAINTS, ACADEMIC INTEGRITY, ACADEMIC OFFENSES

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. Myra Fernandes) is available for consultation and to mediate a resolution between the student and the instructor. The contact information for Dr. Fernandes is as follows: Email: mafernan@uwaterloo.ca Ph 519-888-4567 ext 32142

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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>

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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>

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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>