

University of Waterloo
Department of Psychology
Psych 393, Sections 1 & 2, Research in Developmental Psychology
Fall 2015
SECTION 1: Tuesdays & Thursdays, 4:00-5:20pm, QNC 1507
SECTION 2: Tuesdays & Thursdays, 10:00-11:20am, PAS 4032

Instructor and T.A. Information

Instructor: Ori Friedman
Office: PAS 4019
Office Phone: x33054
Office Hours: By appointment
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	<u>Section 1</u>	<u>Section 2</u>
T.A.	Madison Pesowski	Tiffany Doan
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Office Hours	By appointment	By appointment

Course Description

In this course, you will complete a series of assignments meant to simulate being a researcher. Across the various assignments you will conduct literature searches; create an academic poster; orally present and critique a peer-reviewed journal article; and design, run, and write up an experiment. Completing these assignments will teach you about how research in psychology is conducted, and I hope these assignments will help you discover your research interests.

Readings Available on LEARN

I have placed a number of optional readings and links in LEARN.

Course Requirements and Assessment

<u>Assessment</u>	<u>Date</u>	<u>Weighting</u>
A1. Statement of Life Interests	Sep 17	N/A
A2. Bibliography test	Sep 29	5%
A3. Open-ended ECEC Observation & Reflection Paper	Oct 13	2%
A4. Observational Experiment		
a) Oral proposal in groups	Oct 15	2%
b) Poster presentation	Oct 27&29	18%
A5. Journal Article Presentations (papers must be ok'd & uploaded by Nov 3)	Varies	15%
A6. Final Project		
a) First draft (needed to complete next part).	Nov 26	N/A
b) Two anonymous reviews.	Dec 1	6%
c) Final draft of paper	Dec 7	40%
d) Letter responding to reviewers	Dec 7	2%
A7. Class participation	All class days	10%

Assessment 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. Length open; due on Sep 15.

Assessment 2. Bibliography Test (5%)

This will test your ability to find citations and conduct literature searches. Occurs in LIB 329 on Sep 29.

Assessment 3. Open-ended ECEC Observation & Reflection Paper (2%)

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; the paper is due on Oct 13. This should be no longer than 400 words, not including the title. 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 could also discuss why the thing you observed is interesting or important, and discuss questions that your observation raises.

Free play at the ECEC takes place between 10:15-11:20am (morning) and 2:15-3:20pm (afternoon); there are no afternoon sessions on Fridays. You may visit the ECEC on any of the following days: Oct 2, 5, 6, 7, 8, 9. To observe free play, please call Dianne Foreman at 33167 and let her know when to expect you.

Assessment 4. Observational Experiment & Poster Presentation (20% overall)

Working in groups of 2 or 3, you will come up with a question to be investigated using observational methods, and will devise an observational scoring method to investigate the question. This assignment occurs in three steps:

1. Oral proposal; October 15; worth 2%. With your group, you will give a 5 minute presentation orally proposing your question and method. Your presentation should answer the following questions: i) What basic question will you be trying to answer? ii) Why is your question or topic important? iii) How will you examine the question? It will be especially helpful, if you bring in a chart showing your coding scheme, though it will not be graded.
2. Testing at ECEC. You will use your group's coding scheme to collect data across at least two ECEC sessions. You can visit the ECEC on Oct 16, 19, 20, 21, 22, 23. Please please call Dianne Foreman at 33167 and let her know when to expect you.
3. Creating a poster. To create the poster, you will share data with the other member(s) of your group. However, you will INDIVIDUALLY create posters, and upload them to LEARN by Oct 27th (posters must be uploaded before the beginning of class). You will also print out your poster. (See below for information about creating and printing a poster).
4. Poster sessions, Oct 27 & 29; worth 18%. In two classes, we will hold poster sessions. In each session, half the students will present their posters to the other half of the students, who will individually visit the posters. You should briefly describe your project for each visitor (i.e., in 5 minutes or less). This is what happens at poster sessions in academic conferences, and is also similar to a science fair.

FURTHER INFORMATION ABOUT CREATING & PRINTING YOUR POSTER

A template for creating posters in PowerPoint is in the "Useful Files" folder in LEARN. This template may be useful for designing your poster. Posters should be no larger than 86cm X 111cm, though you may choose landscape or portrait orientation. You can save money by making your poster black and white. 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:

- 1) Use a regular printer. You can print your poster on individual sheets of paper and arrange them in a rectangle (e.g., 4 X 4 sheets). You could also 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 settings for "multiple pages per side". For this "taping" option, you may want to adjust your print margins so that they are as small as possible.
- 2) 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, so please save money. To have a poster printed commercially, you will probably need to provide them with a .pdf of your poster. Remember that the printer cannot 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 learn about their current wait times (Fedex: 519-746-3363).

Assessment 5. Journal Article Presentations (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 me in advance, and post a PDF of your chosen paper to LEARN by November 3. If a paper has already been chosen by someone else, you will need to choose a different paper. Presentations should be no longer than 15 minutes long; additional time will be allotted for questions.

Assessment 6. Final Project (48% 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.

NOTE: The experiment conducted on adults should use methods appropriate for testing children. Only a few exceptions are permitted: 1) if children are shown a scenarios with adult narration, adults can look over a cartoon with the narrative written down; 2) if children are asked questions verbally, adults can answer questions using pen-and-paper; 3) if items meant to tax children's abilities would be too easy for adults, more difficult items can be used.

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

- a. Write up a first draft as an APA style paper; due Nov 26 by midnight. This is ungraded. However, if you do not submit your first draft, you will not be allowed to review anyone else's paper (see b below), nor will you be able to respond to reviews (see d. below), and so this will lead to an automatic 8% deduction in your final grade!

b. Two anonymous reviews. Max pages = 2 per review; worth 6% (i.e. 3% each); due Dec 1 by 7pm. Each paper will be assigned two anonymous reviewers, and you will each review two papers. See LEARN for a PDF called “Sample reviews and revisions”; it will show you what reviews typically look like. These are graded by the author of the reviewed paper.

c. Final draft of paper. Max pages = 10; worth 40%; due Dec 7 by 5pm. Revise paper in response to reviews to arrive at a final draft.

d). Letter responding to reviewers. Worth 2% (all-or-nothing); due Dec 7 by 5pm. 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. (Again, see the PDF, “Sample reviews and revisions”.)

Assessment 7. Participation

Worth 10%. This includes attendance (~half the grade) and contributions to class discussions and question sessions.

Course Outline

Week	Date	Topic
1	Sep 15 Sep 17	Discuss course. Assign A1. A1 due. Introductions with life interests.
2	Sep 22 Sep 24	Computer Room, LIB 329 (FLEX LAB) Computer Room, LIB 329 (FLEX LAB)
3	Sep 29 Oct 1	Computer Room, LIB 329 (FLEX LAB), complete A2 (Bibliography test). Discuss Intros & Methods. Introduce A3 (Open-ended observation in ECEC & reflection paper)
4	Oct 6 Oct 8	Talk about writing papers & experimental design. Lab day: Open-ended observation in ECEC; class cancelled.
5	Oct 13 Oct 15	A3 reflection paper due. Discuss observational studies, form groups of 2-3 for A4. Oral proposal for A4 in groups
6	Oct 20 Oct 22	Lab day; Observation in ECEC; class cancelled. Lab day; Observation in ECEC; class cancelled.
7	Oct 27 Oct 29	A4 poster presentations, part 1. All posters must be uploaded by class time. A4 poster presentations, part 2.
8	Nov 3 Nov 5	Tentatively: dissect-a-paper; tips on concise writing; tips on article presentations. A5 paper presentations 1/6
9	Nov 10 Nov 12	A5 paper presentations 2/6 Everyone administers tests on everyone else.
10	Nov 17 Nov 19	Continue administering tests. Continue administering tests.
11	Nov 24 Nov 26	A5 paper presentations 3/6 A5 paper presentations 4/6; 1st draft of A6 paper due
12	Dec 1 Dec 3	A5 paper presentations 5/6; Anonymous reviews due (2 per person) & given to authors. A5 paper presentations 6/6; [***A6 final paper & letter responding to reviews due on Dec 7***].

Assignments to be uploaded to LEARN.

All written assignments will be uploaded to LEARN; unless otherwise specified, assignments must be uploaded by the beginning of class. All written assignments should be in .doc, .docx, or .rtf format, and written in 12pt Times New Roman font, double spaced, with all margins set at 1 inch (2.54 cm). Page/word limits do not include titles, abstracts, figures, or tables. 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). A “mini-manual has been uploaded to LEARN.

Late Work

Assignments MUST be turned in when due. The corresponding files should be uploaded to LEARN before class on the date due (unless specified otherwise), and please check that files uploaded correctly. 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.

Attendance Policy

Students who miss classes or are late will receive low participation marks.

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. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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 AS office 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 Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

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.

Students 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 uWaterloo Verification of Illness Form: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- 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 final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.