

## **COURSE OUTLINE**

### **CLASS**

Psychology 393, Research in Developmental Psychology, Fall 2016  
Section 2: Mon & Wed., 8:30 - 9:50 a.m., PAS 4032

### **INSTRUCTOR:**

Drew Weatherhead (PAS 4016, [deweathe@uwaterloo.ca](mailto:deweathe@uwaterloo.ca) )  
Office hours: By appointment

### **TEACHING ASSISTANT:**

Tiffany Doan (PAS 4011, [t3doan@uwaterloo.ca](mailto:t3doan@uwaterloo.ca) )  
Office hours: By appointment

### **CONTACTING US**

If you would like to set up an appointment with either the instructor or teaching assistant, 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.

**Freeplay shifts:**

Morning: 10:30-11:30am

Afternoon: 2:30-3:30am (*but not on Fridays*)

**Dates:**

Friday, September 30<sup>th</sup> (Morning only)

October 3, 4, 5, & 6 (Morning & Afternoon)

Friday October 7<sup>th</sup> (Morning only)

You must call Karen at the front office to book times to come observe: 888-4567 ext. 33167.

**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? -SeptWhat 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 must have your poster printed professionally.* The best option is the Fedex in University Plaza near Harvey's. 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 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 12	Introduction	
Sept 14	<i>Lesson: Conducting literature</i>	*Meet in PAS 1237

	<i>searches</i>	
Sept 19	<i>Lesson: Getting started in research</i> Discussion: Research interests	
Sept 21	<b>Assignment 1: Bibliography test (in class)</b>	*Meet in PAS 1237
Sept 26	<i>Lesson: Current developmental research methods Data</i>	
Sept 28	<i>Lesson: Data Collection and Interpreting Data</i>	
Oct 3	ECEC Observation	No Class
Oct 5	Group Discussion of articles	<b>Assignment 2 Due Friday Oct 7</b>
Oct 14	Final experiment testing	*Friday Class <b>Assignment 3 Due</b>
Oct 17		
Oct 19		
Oct 24		<i>Lesson: Presentations</i>
Oct 26	Help Day	Class Optional
Oct 31	Poster Presentations	<b>(Assignment 4b)</b>
Nov 2		
Nov 7	<i>Lesson: Writing Papers</i>	
Nov 9	Paper Presentations	
Nov 14		
Nov 16		
Nov 21		
Nov 23		
Nov 28		
Nov 30	Writing Day	No Class
Dec 5	<i>Lesson: Reviews</i> Discussion: Grad School	<b>Last day of class!</b>  <b>*First Draft of Paper Due (As. 4a)</b>
Dec 7		<b>Anonymous Reviews Due (As. 4c)</b>
Dec 14		<b>Final Draft and Response to Reviewers Due (As. 4d &amp; 4e)</b>

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

### **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 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](#)
- submit that form to the instructor within 48 hours.
- (if possible) 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.

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

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

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

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

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:*** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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.

## **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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto: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 [72](#) below for further details.

### **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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## **Concerns About a Course Policy or Decision**

**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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

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**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 Richard

Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance;  
[reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca).

***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](#)

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