

PROCESSES OF PSYCHOLOGICAL DEVELOPMENT (PSY 460)
Fall 2018

Where:

Lecture: T/Th 11:00-12:15 (Chemistry/Physics 183)
Lab: M 1:00-2:50 (Funkhouser B8)

Who:

Professor: Dr. Pooja Sidney
012E Kastle Hall
pooja.sidney@uky.edu
Office hour: Wednesday 2pm – 3pm or **by appointment**

Lab Instructor/TA: Ilyssa Salomon
207 G Kastle Hall
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Office hours: Wednesday 9 am – 11 am

COURSE DESCRIPTION

This course is an advanced course that is designed to provide students with in-depth knowledge about both the content and the methodology of the science of developmental psychology. Through lectures and participation in demonstration exercises, students will be exposed to the current state of knowledge in the areas of cognitive and social development. Concurrent participation in laboratory exercises will teach students the scientific techniques that are used by developmental psychologists. “Hands-on” experience will be provided by requiring students to design and implement a research project, analyze and interpret the data that it generates, and prepare a formal report. This course will enable students to learn to critically interpret and evaluate research data both within and outside the field of developmental psychology.

Prerequisites: You must have taken PSY 100 (or have AP credit), PSY 215, and PSY 216 to enroll in this course. You may not take them concurrently.

Student Learning Outcomes

At the end of this course, you should be able to (a) design, interpret, and critique research concerning child development, (b) understand, identify, and describe the possibilities and limitations in children’s thinking and behavior, and (c) write and evaluate an APA-style paper.

Required Reading:

1. Miller, S. A. (2018). *Developmental Research Methods (5th Edition)*. Thousand Oaks, CA: Sage Publications.
2. Empirical articles to be posted to Canvas at least one week prior to due dates

ACTIVITIES & ASSIGNMENTS

There will be three exams. The exams will cover assigned readings and lecture material. The exam questions will be of mixed format, including multiple-choice and short-answer questions. The exams will be cumulative only in the sense that understanding the basics of developmental research will apply throughout the entire semester.

Teams of 3 to 4 students will design and implement a research project, analyze the results, and prepare two presentations and a paper based on this research. At the beginning of the semester, we will discuss some possible projects. By the middle of the semester, each team will be required to present to the class a review of the literature on a specific topic and a research proposal. The research project will be completed during the second half of the semester. Finally, each team will present their findings to the class and each student will write an 8- to 10-page APA style research paper. In line with APA style for reporting research, each paper will include a title page, abstract, introduction, method, results, discussion, and references.

To facilitate your mastery of course content, as well as the development of your research project, presentation, and paper, the lab will include several graded activities and assignments. If you come to class, and complete these assignments on time with demonstrated effort, you will earn points towards your grade *and* your team will have an easier time completing your research project.

Finally, I will assign several unannounced quizzes in lecture. Unlike the exams, the objective of the quizzes is not to test your mastery, but to give you an opportunity to reflect on your own understanding of course material. As such, these quizzes will only contribute to your participation grade. You can miss up to 3 quizzes with no penalty to your participation grade. However, I encourage you to use the quizzes as opportunities to give yourself feedback on your own learning, so that you can be better prepared for exams.

Grading:

Grades will be assigned based on the following proportions:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Lab Activities & Assignments	15%
Research Paper	15%
Research Presentations	5%
Participation	5%

The final grades will be based on overall class performance, but it is expected that the grades will be assigned as follows:

<u>Average</u>	<u>Course Grade</u>
90-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
00-59.99%	E

Your **midterm grade** will be posted in myUK by the deadline established in the Academic Calendar.

COURSE POLICIES

Attendance & Absences

Regular attendance is expected. Class will begin on time every day; please arrive accordingly.

If you cannot attend an exam or in-class activity at its scheduled time, you must notify the TA or me at least two days in advance, unless the absence is due to an emergency. You can let us know by sending us an e-mail, by telling us in person, or by a note in one of our mailboxes. If you do not speak directly to us, you must leave a phone number where we can reach you. Unless we approve your absence in advance, you *must* provide documentation of the reason for your absence (e.g., doctor's excuse for an illness) or you will not be allowed to take a make-up. You will receive a zero on the exam or in-class activity if you have an unexcused absence.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859)-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Plagiarism. *Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism

involving their work, they are obliged to consult their instructors on the matter before submission.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phrasing intact is plagiaristic.

Cheating. Cheating on a test includes, but is not limited to, (1) copying from another student's test paper; (2) using, during a test, materials not authorized by the person giving the test; (3) collaborating with or seeking aid from another student without permission; (4) knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an unadministered test; (5) substituting for another student, or permitting another student to substitute for you, to take a test; and (6) bribing another person to obtain an unadministered test or information about an unadministered test.

I am committed to helping you avoid the appearance of cheating. On quiz/exam days, no students will be allowed to wear brimmed caps (e.g., baseball caps) or sunglasses during the quiz/exam, and all book bags and other personal belongings must be placed under the desks. You are not permitted to use any devices with digital screens during a quiz/exam including smart watches; these devices must be turned off and stored away throughout class. Keep your quiz/exam flat on your desk at all times. If you hold your paper up during the quiz/exam, I will assume you are giving answers to another student; in other words, I will assume you are cheating! When you are done with your quiz/exam, turn your paper over on your desk. In this way (1) you will avoid giving the appearance of cheating by allowing others to copy from your paper and (2) you will help other students resist the temptation to cheat by looking on your paper. Face forward with your eyes on your own paper at all times. Any student turning around in his or her seat during any quiz/exam or who is looking to either side may be assumed to be cheating. Any talking during the quiz/exam for any reason to anyone in the class other than the professor or proctor may be viewed as cheating.

Academic dishonesty will not be tolerated. Any cases of academic dishonesty will be dealt with by giving an "E" for the course, and expulsion from the university may also result.

Accommodations

I am committed to providing, upon request, appropriate academic accommodations for qualified students with disabilities. If you have a documented disability that requires academic accommodations (documented by the Disability Resource Center), please see me as soon as

possible during office hours. You can find more information about the Disability Resource Center here: <http://www.uky.edu/DisabilityResourceCenter>.

Title IX Information

Students who have experienced sexual harassment (including sexual assault, dating violence, and stalking) or gender based discrimination may file a report with the Office of Institutional Equity and Equal Opportunity. If a student discloses sexual harassment to a UK employee (staff, faculty, and some student leaders such as RA's, UK 101 and UK 201 Peer Instructors, TA's, etc.), the employee is obligated to report the incident to the Office of Institutional Equity and Equal Opportunity (859-257- 8927). Students are not required to report incidents to the Office of Institutional Equity and Equal Opportunity in order to utilize University support services. Students may contact the Counseling Center (859-257-8701) and/or Violence Intervention and Prevention Center/VIP (859-257-3574) to obtain assistance confidentially.

Technology in Class

I am also committed to helping you practice electronic etiquette. Your cell phone should be turned OFF or SILENT and stored away while in class. If you believe it is necessary to have your phone ringer on during a class period, please consult with me via email or during office hours before doing so. You may not listen to headphones (including earpods) at any time during class. **I encourage you to take notes by hand.** Studies show you learn best when you write out your notes BY HAND. Science will guide our behavior.

Communication with the Instructors

The syllabus is given to you for a reason. Most of your questions will be answered in the syllabus; as such, you are expected to check the syllabus first. **I will not respond to emails if the answer to your email is provided in the syllabus**, except perhaps to say "Please check the syllabus".

For any other questions, you may email me or visit me during office hours. Please be sure to address and sign your email appropriately for formal communication with an instructor. Here are some tips for communicating with faculty:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

If your email is signed and cannot be answered by the syllabus, I will do my best to answer it within 24 hours. I will typically get to emails sent over the weekend on the next business day (usually Monday).

The class schedule is subject to change due to unforeseen circumstances, such as professor illness or inclement weather. **Please check your email each morning**, as changes and cancellations will be announced through email.

TENTATIVE SCHEDULE FOR LECTURES

Unit	Date	Topic	Reading
Research Methods & Statistics	8/23	Introduction to the Course	---
	8/28	Developmental Psychology Approaches	Ch. 1
	8/30	Research: Basic Issues	Ch. 2
	9/4	Developmental Research Designs	Ch. 3
	9/6	Research Testing and Measurement	Ch. 4
	9/11	Basic Statistics	Ch. 9
	9/13	Research Settings	Ch. 6 & 8
	9/18	Qualitative Research	Ch. 7
	9/20	Exam 1	---
	9/25	Research Project Discussions #1	---
Cognitive Dev. Research & Methods	9/27	Cognitive Development (Overview)	Newcombe (2013)
	10/2	Cog Dev in Infancy (Sensation, Perception, & Action)	Libertus et al. (2015) Scott & Monesson (2009)
	10/4	Cog Dev in Infancy (Language & Number)	p. 215-241 McCrink & Wynn (2007)
	10/9	Cog Dev in Childhood: Piaget & IQ	p. 255-267; <i>Optional: van Ijzendorrn & Juffer (2005)</i>
	10/11	Cog Dev in Childhood: Vygotsky	Plumert & Nichols-Whitehead (1996)
	10/16	Research Proposal Presentations	---
	10/18	Cog Dev: Memory & Executive Function	p. 267-276; 289-292
	10/23	Cog Dev: Strategy Development (IP)	Siegler (2000)
	10/25	Project Check-in & Exam Review	Ch. 13 Summary
	10/30	Exam 2	----
Social Dev. Research & Methods & Aging	11/1	Social Dev in Infancy	p. 241-254
	11/6	Research Project Discussions #2	-----
	11/8	--- Cancelled – (Emotion Lecture)	p. 313-318
	11/13	Social Cognition (ToM & Morality)	p. 277-284; 296-309; Svetlova et al., 2010
	11/15	Social Development: Influence of Media	Tiggeman et al. (2018)
	11/20	Social Development: Gender	pgs. 318-326; Shutts et al. (2017)
	11/22	NO CLASS - THANKSGIVING!	---
	11/27	Social Development: Peers & Family	pgs. 326-343
	11/29	Exam Review	Ch. 14 Summary

Unit	Date	Topic	Reading
	12/4	Project Presentations	---
	12/6	Project Presentations	---
10:30a	12/13	EXAM 3	

TENTATIVE SCHEDULE FOR LAB MEETINGS

Date	Topic	Activity or Assignment
8/27	Introduction/Review of Research Principles/Finding a Topic	Interest Survey (Due*) Generating Questions
9/3	<i>Labor Day!</i>	<i>Enjoy the long weekend!</i>
9/10	Developmental Research Methods & Designs	Group Contract; Matching Questions & Methods
9/17	Literature Review; Generating Hypotheses; Choosing Methodology	Dissecting an Intro; Intro Worksheet
9/24	Writing in APA Style 1: Introduction, References & Formatting	Intro Worksheet, cont.
10/1	Using Google Docs/ Ethics & Work on Proposals	Consent/Assent Form
10/8	Developing Measures, Stimuli, Experimental Protocol	Method Worksheet & Measures
10/15	Data Collection Process; Writing a Method	Dissecting a Method Work on Experimental Protocol
10/22	Intro & Method Peer Editing	Intro & Method (Due) Peer Editing Activity
10/29	Naturalistic Observation; Coding Data; Reliability	Coding Activity
11/5	Introduction to SPSS; Data Cleaning and Entry	<i>Meet with Group</i>
11/12	Conducting Analyses/ Interpretation of Results	Analysis Worksheet
11/19	Writing in APA Style 2: Results, Figures and Tables, Discussion, & Abstract	<i>Meet with Group, and/or Work on Paper Individually</i>
11/26	Presenting Research; Results & Discussion	Results & Dis. (Due) Peer Editing Activity
12/3	Work on Presentations	Group Evaluations

* DUE means that you should bring a COMPLETE, PRINTED version to class.

Timeline for Research Project

8/27 (Lab): Bring the Interest Survey (on Canvas by 8/23) to lab indicating three areas of interest

9/3 (Lab): Group Assignment & Group Contract (email a copy to Dr. Sidney & Ilyssa)

9/3 - 9/23: Meet as a group and come up with specific project

9/25 (In Class): Individual groups will meet with Dr. Sidney to discuss project.

10/16 (In Class): Presentation to class. Finalize project. At this point, I will require each group to give me copies of two papers that are relevant to your topic. At the presentation, you should provide a background and rationale for the study and exact details about the methodology that you will be using and the dependent measures that you will record.

10/22 (Lab): Draft of Intro and method due in lab

By 10/29: Have final copies of measures, *in the format you will give to participants*

10/29 - 11/19: Collect and analyze data. Ilyssa will help with the analyses on 11/5, 11/12, and 11/19.

11/6 (In Class): Individual groups will meet with Dr. Sidney to update me on project.

11/12 (Lab): Dr. Sidney will come to lab to help analyses, aim to have your data collected (or mostly collected) by this date.

11/19 (Lab): Final opportunity to get Ilyssa's help with analysis in lab.

11/26 (Lab): Draft of Results and Discussion due in lab

12/4 - 12/6 (In Class): Oral presentation of the project that includes results and discussion.

MONDAY 12/10 by 11:59 P.M.: Final paper due.

Note: There are no rubrics for these presentations and papers. We will thoroughly discuss what is expected during lecture and lab – grades will be based on taking ownership of your project, communicating your process/findings effectively, and writing an APA-style paper. As this is an upper-level college course, proper grammar, spelling, and formatting is always expected and may be grounds for missed points.

Here's one last reminder about the Final Paper and Exam:

Final Paper Due MONDAY 12/10/18 by 11:59 P.M., post to Canvas

Final Exam Is THURSDAY 12/13/18, 10:30am, Chemistry/Physics 183