

**Processes of Psychological Development (PSY 460)
Spring 2019**

Where:

Lecture: M/W/F 10:00-10:50 (Whitehall Classroom Bldg 213)

Lab: M 1:00-2:50 (Whitehall Classroom Bldg 306)

Who:

Professor: Dr. Pooja Sidney
012E Kastle Hall
pooja.sidney@uky.edu
Office hours: Wednesday 1:30 – 2:30pm or **by appointment**

Lab Instructor/TA: Taylor Elsey
124 Kastle Hall
TaylorElsey@uky.edu
Office hours: Wednesday 11:30am - 12:30pm

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, & ASSESSMENT

Papers

You will write two short papers in addition to the research paper (see below). The first paper is a very brief (1-2 pages) reflection paper. You will be asked to articulate your goals for this course. In the second paper (4-5 pages), I will ask you to practice your skills as a critical reader of science news. Most adults do not learn about new scientific findings by reading original empirical journal articles. Instead, many of us learn about new advances in science from media. In the second paper assignment, you will find a news article that reports a research study about any aspect of children's development and compare it to the original research study. You will evaluate the claims made by the author(s) of the media news article and the author(s) of the original journal article.

In-Class Quizzes

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 serve as your participation/attendance grade. You can miss up to 3 quizzes with no penalty. 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.

Exams

There will be two 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.

Research Project: Two Presentations & Paper

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, you will discuss some possible projects with the TA. By the middle of the semester, each team will be required to present to the class a brief 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 a 10- to 12-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, references, at least one table, and at least one figure. The page requirement includes the introduction, method, results, and discussion. It does not include the title page, abstract, references, and tables and figures. Tables and figures should be included in a separate section after the references.

Lab Activities

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.

Grading

Grades will be assigned based on the following proportions:

Reflection Paper	5%
In-Class Quizzes	10%
Exam 1	15%
Media Analysis Paper	10%
Exam 2	15%
Lab Activities & Assignments	20%
Research Paper	15%
Research Proposal Presentation	5%
Final Research Presentation	5%

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

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>.

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. Please check it frequently! If you have additional questions, you are welcome to contact me or the TA. 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-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.

SCHEDULE FOR LECTURES

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings & Paper Due Dates</u>
1	1/9	Introduction to the Course & Paper 1	Syllabus
	1/11	Developmental Psychology Approaches	Miller Chapter 1
2	1/14	Research Basic Issues	Miller Chapter 2
	1/16	Research Basic Issues	
	1/18	Research Basic Issues	Paper 1 Due
3	1/21	<i>No Class: MLK Day</i>	
	1/23	Developmental Research Designs	Miller Chapter 3
	1/25	Developmental Research Designs	
4	1/28	Research Testing & Measurement	Miller Chapter 4
	1/30	Research Testing & Measurement	
	2/1	Research Testing & Measurement	
5	2/4	Basic Statistics	Miller Chapter 9
	2/6	Basic Statistics	
	2/8	Basic Statistics	
6	2/11	Research Settings	Miller Chapter 6 & 8
	2/13	Research Settings	
	2/15	Qualitative Research	Miller Chapter 7
7	2/18	Exam 1 Review	
	2/20	Exam 1	
	2/22	Project Check-In	
8	2/25	Project Presentations & Check-In	<i>Miller Chapters 10 & 11 (recom.)</i>
	2/27	Project Presentations	
	3/1	Unit 1 Review	
9	3/4	Infancy Overview	Miller Chapter 12
	3/6	Infant Language & Perception	Scott & Monesson (2009)
	3/8	Infant Number & Ratio Understanding	McCrink & Wynn (2007)
SB	3/11	<i>SPRING BREAK</i>	
	3/13	<i>SPRING BREAK</i>	
	3/15	<i>SPRING BREAK</i>	
10	3/18	Cognitive Development Overview	Miller Chapter 13
	3/20	Project Check-In & Introduce Paper 2	
	3/22	ECL Field Trip (<i>TBA</i>)	
11	3/25	Understanding Children – Piaget	
	3/27	Vygotsky	Plumert & Nichols-Whitehead (1996)
	3/29	Strategy Change (Math)	Siegler (2000)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
12	4/1	Individual Differences in Cognition	Activities at http://cognitivefun.net/
	4/3	Memory & Executive Functioning	Grammer et al. (2013); Diamond & Lee (2010)
	4/5	IQ & Academic Achievement	van Ijzendorrn & Juffer (2005); Media Analysis Paper Due
13	4/8	Social Development (Overview)	Miller Chapter 14
	4/10	Attachment	<i>TBA</i>
	4/12	Emotions	<i>TBA</i>
14	4/15	Moral & Prosocial Development	Svetlova, Nichols, & Brownell (2010)
	4/17	Social Categories	Bigler, Jones, & Lobliner (1997)
	4/19	Gender Socialization	Crowley, Callanan, Tenenbaum, & Allen (2001)
15	4/22	Exam 2 Review	
	4/24	Final Research Project Presentations	
	4/26	Final Research Project Presentations	
Thurs	5/2	Exam 2 at 8am	

**Note: The course content, calendar, and grading policies may be changed at the discretion of the instructor. Any changes will be announced in class, email, and/or Canvas. Each student is responsible for noting and recording these changes when they occur.

SCHEDULE FOR LAB MEETINGS

Date	Topic	Activity or Assignment
1/14	Introduction, Generating Questions, and How to Search a Research Database	Interest Survey (Due in class 1/14)
1/21	<i>Martin Luther King Birthday – Academic Holiday</i>	<i>Enjoy the long weekend!</i>
1/28	Picking a Research Question & Using Google Docs	Group Contract (Due 1/28)
2/4	Generating Hypotheses & Writing an Intro	Dissecting an Intro (Due 2/8)
2/11	Designing the Study & Choosing Measures	Hypothesis Worksheet (Due 2/13)
2/18	Writing a Method in APA Style	Intro & Method Writing Worksheets
2/25	Ethics and the Data Collection Process	Consent Form & Assent Form; Experimental Protocol
3/4	Intro & Method Peer Editing	Intro & Method (Due in class) Peer Editing Activity
3/11	<i>SPRING BREAK!</i>	
3/18	Naturalistic Observation: Coding & Reliability	Coding Activity
3/25	Conducting Analysis, Interpreting Results, & Writing Results & Discussion (Graphs & Tables)	Meet with Group
4/1	In – Lab Work Day (Analysis)	Analysis Worksheet (Due 4/1)
4/8	In – Lab Work Day (Analysis; Graphs & Tables)	Meet with Group; Work on Paper
4/15	Presenting Research, Results & Discussion Peer Editing, Work on Presentations	Results & Discussion (Due in class)
4/22	In – Lab Work Day (Presentations & Paper)	Group Evaluations; Class Evals

Due in class means that you should bring a COMPLETE, PRINTED version to class.

Final Paper is Due **SATURDAY 4/27 by 11:59 P.M.**: Final paper due.

Timeline for Research Project

1/14 (Lab): Bring the Interest Survey (on Canvas by 1/11) to lab indicating three areas of interest

1/28 (Lab): Group Assignment & Group Contract (post a copy to your group's google drive)

1/28 – 2/11: Meet as a group and come up with specific project

By 2/15: You should have a solid idea of what your research project is, including your IVs, DVs, and hypotheses (*Hypothesis worksheet* is due on this day).

2/22 – 2/27 (In Class): Dr. Sidney will check in with each group individually to see how things are going. Please bring your hypothesis worksheet.

2/25 & 2/27 (In Class): Research project proposal to the whole class. At the presentation, you should provide a background and rationale for the study and exact details about the methodology that you will be using, including how the independent and dependent variables are operationalized.

3/4 (Lab): A first draft of your introduction and method sections are due in lab this day for peer review.

By 3/6: Submit finalized materials. This includes your consent form (and assent if needed), the protocol and/or stimuli used to manipulate your IV(s), your measurement tools for your IV(s) and/or DV(s) and/or subject demographics, and recruitment plan. If you are conducting a survey through Qualtrics, a link to your final survey is due at this time. All materials should be uploaded to your google drive. Once Taylor approves your project, you may begin collecting data!

3/8 to 4/1 (On your own): Collect your data!

3/20 (In Class): Dr. Sidney will check in about the project

3/22 (In Class): Groups collecting data with preschoolers may visit the UK Early Childhood Lab during class time to collect data. See Dr. Sidney and Taylor if this applies to your group.

4/1-4/8 (Lab): Taylor and Dr. Sidney will help with data analysis during lab. You must have your **analysis worksheet (part 1)** completed **before** we help you with analysis.

4/15 (Lab): Draft of Results and Discussion due in lab for peer editing

4/22 (Lab): Evaluate your own and your groupmates' contributions to your project.

4/22 – 4/24 (In Class): Final Project Presentations!

SATURDAY 12/8 by 11:59 P.M.: Final paper due.

Note: As this is an upper-level college course, proper grammar, spelling, and formatting is always expected and may be grounds for missed points. 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. If you have any questions about what is expected, please raise them in lecture, lab, in office hours, or over email. We are here to help!

Here's one final reminder:

Final Paper Due SATURDAY 4/27/19 by 11:59 P.M., post to Canvas
Final Exam Is Thursday 5/2/27, 8:00 AM, Whitehall Classroom Bldg 213