

**Processes of Psychological Development (PSY 460 sec 001)**  
**Fall 2022**

**Where:** Lecture: T/R 9:30 -10:45am (White Hall CB rm. 246)  
When Online: See Canvas for Zoom link

Lab: M 1pm - 2:50pm (Anderson Tower rm. 255)

**Who:**

*Professor:* Dr. Pooja Sidney (Addressed as Dr. Sidney)

Pronouns: she/her/hers

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(859) 323-8241

Office hour: Tuesdays & Thursdays 11am – 12pm or **by appointment** via email  
If Online: <https://uky.zoom.us/my/poojasidney>

*Lab Instructor/TA:* Emily Lapidus (Addressed as Emily or Ms. Lapidus)

Pronouns: she/her/hers

Email: [emilylapidus@uky.edu](mailto:emilylapidus@uky.edu)

Office hours: **By appointment** via email

## COURSE DESCRIPTION

This 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, discussion, 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 and (b) write and evaluate an APA-style (7<sup>th</sup> edition) paper.

**Required Reading:** Various chapters & empirical articles, see lab schedule below. *PDFs of all readings will be posted to Canvas.*

**Required Technology:** You will need a laptop or tablet to complete assignments in lab.

## ACTIVITIES & ASSIGNMENTS

### Lecture & In-Class Participation

Lecture attendance is required and will include a variety of activities including traditional, whole-group lecture, small group activities, individual work, and class discussion. You will learn best if you are an active participant in the class! A random selection of 10 discussions/activities will be selected as contributing to your in-class participation grade; you can miss 3 with no penalty. You will earn participation points by engaging in discussion and/or turning in a completed copy of an in-class assignment when indicated. ***You don't have to know the answers to participate and earn credit, you just have to be thinking!*** On days when you are meeting with Dr. Sidney and/or presenting, we will meet during lecture time over Zoom.

### Readings & Discussion Questions

Readings are assigned every week. Please do them BEFORE lecture, to help you prepare to learn from in-class instruction. You will be more successful if you read ahead of time! A guide for reading empirical journal articles can be found on Canvas. I strongly encourage you to use the guide to help you take notes on every article you read. It will help you find the most important information in the article, and will serve as a useful study guide. BEFORE reading, check out my prompt on the discussion board. AFTER reading, **post one substantive question or comment (at least 3 sentences)** about the reading on that week's discussion board in Canvas by **8am** on the due date. Your question or comment must ***extend, rather than summarize,*** the reading.

### Homework Assignments

About every three weeks, you will complete a set of worksheets or an activity that complements the lecture topics for the preceding weeks. In total, there will be five sets of assignments. The majority of assignments will challenge you to apply the concepts from lecture to a specific example or set of examples. They may include some short answer questions and some multiple choice questions. Some assignments will be more reflective in nature (e.g., what have you learned about XX). Some assignments may focus on analyzing the key methodological features of those empirical articles. There are no exams in this class, so these assignments are your primary opportunity to demonstrate what you have learned in lecture. You can consult any class materials while working on the assignments. You are encouraged to work with other people from the class, but all writing should be in your own words. For each assignment, you will rate your contribution, and the contribution of others, to each component of the assignment. Most assignments will be due on a Friday via Canvas and will be posted at least one week in advance.

## SEMESTER-LONG RESEARCH PROJECT

The research project is a major component of this course, and the source of a lot of hands-on learning. Groups of 3-4 students will design and implement a research project, analyze the results, and prepare two presentations and a paper based on this research. The instructors will assign the groups based on your interests. At the beginning of the semester, your group will discuss some possible projects with the TA. By the middle of the semester, each group will be required to present a research proposal. The research project will be completed during the second half of the semester. Finally, each group will present their findings to the class. All group documents will be organized via Google drive.

## **Project Requirements**

Each research project must:

1. Examine a question about psychological development
2. Draw on prior research (*at least* 6 sources, 5 from peer-reviewed research articles)  
*Note: A strong project may draw on 10+ sources describing prior research*
3. Include at least 2 IVs of interest; only one may be an attribute variable
4. Propose to examine a reasonably expected interaction between IVs
5. Measure at least 1 DV of interest
6. Measure key demographic/context information (i.e., gender, race, age, etc.)
7. Include a newly-collected dataset; existing datasets may not be used
8. Include data from at least 40 participants for fully between-subjects designs and/or 30 participants for a within-subjects or mixed design

## **Lab Activities**

To facilitate your mastery of course content, as well as the development of your research project, presentation, and paper, the lab will also 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. Lab activities will be graded as follows: 7/10 for incomplete work, 8.5/10 for completion with minimal effort, 10/10 for completion with good effort.

## **Research Proposal Presentation**

Around the middle of the semester, once you have chosen a research question and methodology for answering this question, your group will present your proposed project to the class. This presentation will be brief (5-6 slides). Each member of the group must contribute to the presentation. More details will be provided in lab.

## **Final Research Presentation**

During the last full week of class, we will hold virtual presentations for each group's final presentation of their research project. This presentation will extend the proposal presentation to include results and discussion. Presentations will be 8-10 minutes each, with 3-5 minutes for questions. More details will be provided in lab. Each member of the group must contribute to the presentation.

## **Individual Research Paper**

In addition to the group presentations, each student will write an individual 13- to 16-page APA style research paper. Even though you will discuss your introduction, method, results, and discussion sections with your groups, **each individual student should write and turn in their own paper that reflects the group's work as well as their own thinking about the project**. In line with APA style (7<sup>th</sup> edition) 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 all of these components. Tables and figures should be included in the body and do count towards the total page limit (within reason).

## GRADING

Grades will be assigned based on the following proportions:

In-Class Participation	35 pts (7 graded x 5 pts each; 7%)
Discussion Questions	50 pts (10 x 5 pts each; 10%)
Homework Assignments	165 pts (5 x 33pts each; 33%)
Lab Activities & Assignments	100 pts (10 x 10pts each; 20%)
Research Proposal Presentation	25 pts (5%)
Final Research Presentation	25 pts (5%)
Research Project Requirements	20 pts (4%)
Research Paper	80pts (16%)

Grades will be assigned as follows:

<u>Average</u>	<u>Course Grade</u>
90-100% (450-500 pts)	A
80-89.99% (400-449 pts)	B
70-79.99% (350-399 pts)	C
60-69.99% (300-349 pts)	D
00-59.99% (0-299 pts)	E

*Note: I do not curve or round grades. If you show up and work hard, you will earn an “A”!*

### **Late Work Policies**

Lab work must be completed in lab. If you are absent from lab, you may turn in your lab assignment by the following Friday. If your absence was excused, you will receive full credit. If your absence was unexcused, you will lose 2pts for a Friday submission, and then 1pt per day thereafter. All other assignments will be penalized 1pt/day for late submission.

## COURSE POLICIES

Course policies for all UK courses (<https://www.uky.edu/universitysenate/acadpolicy>), including the diversity, equity, and inclusion policy (<https://www.uky.edu/universitysenate/syllabus-dei>), apply to this course. If you have a question about course policy and cannot find the answer below, please check the policies in this link.

### **Attendance & Absences**

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

If you cannot attend an 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 speaking with us before or after class, or by dropping by office hours. 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 in-class activity if you have an unexcused absence.

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.** In this class, you are allowed to collaborate with others. Collaboration is an important skill in science and in life! However, you may not turn in others' work as your own. This will be considered cheating. At the minimum, all work must be in your own words, unless otherwise specified. To avoid the appearance of cheating, I suggest that you always write (or draw) independently from your classmates after discussing key ideas.

**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 contact me as soon as possible. If needed, we can discuss your accommodations in my office hours. You can find more information about the Disability Resource Center here:

<http://www.uky.edu/DisabilityResourceCenter>.

### **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-sound-silly-emails-essay>

I will do my best to answer your email 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>W</u>	<u>Date</u>	<u>Topic</u>	<u>Readings &amp; Due Dates</u>
1	8/23	Introduction: Developmental Psych.	Syllabus
	8/25	Introduction: The Research Process	Miller Chapter 1 ( <b>DQ 1 8am</b> )
2	8/30	General Principles of Research	Miller Chapter 2
	9/1	General Principles of Research	Hamlin et al. (2007) ( <b>DQ 2</b> )
	9/2	<b>Homework #1 Due</b>	
3	9/6	Developmental Research Designs	Miller Chapter 3 p.33-44
	9/8	Developmental Research Designs	Libertus et al. (2015) ( <b>DQ 3</b> )
4	9/13	Experimental Research Designs	Miller Chapter 3 p.44-58
	9/15	Correlational Research Designs	Svetlova et al., (2010) ( <b>DQ 4</b> )
5	9/20	Measurement Reliability & Validity	Miller Chapter 4
	9/22	<b>Research Project Discussions #1 (zoom)</b>	
	9/23	<b>Homework #2 Due</b>	
6	9/27	<b>Research Project Discussions #1 (zoom)</b>	Measurement Activity Due
	9/29	Measurement Reliability & Validity	Simpson et al. (2007) ( <b>DQ 5</b> )
7	10/4	Main Effects, Interactions, and Graphing	Miller Chapter 2 p.23-26
	10/6	Interpreting Data & Graphing	Graphing Practice ( <b>DQ 6*</b> )
8	10/11	<b>Research Proposal Presentations (Zoom)</b>	
	10/13	<b>Research Proposal Presentations (Zoom)</b>	
	10/14	<b>Homework #3 Due</b>	
9	10/18	Basic Statistics	Miller, Chapter 9
	10/20	Basis Statistics, cont.	Stats Practice ( <b>DQ 7*</b> )
10	10/25	----- No Class: Fall Break ----- Don't forget to work on your Intro and Method (Due 10/31)	
	10/27	Research Settings & Applied Research	Miller Ch 6. p. 112-119

<b>W</b>	<b>Date</b>	<b>Topic</b>	<b>Readings &amp; Due Dates</b>	
11	11/1	<b>Research Project Discussions #2 (zoom)</b>	<i>Work on Homework 4! Collect your data!</i>	
	11/3	<b>Research Project Discussions #2 (zoom)</b>		
	11/4	<b>Homework #4 is Due</b>		
12	11/8	Lab vs. Field Studies	Fisher et al. (2014) ( <b>DQ 8</b> )	
	11/10	Effects of Sociocultural Context	Miller Ch 6 p.119-125	
13	11/15	Social Context: Social Categories	Bigler et al. (1997) ( <b>DQ 9</b> )	
	11/17	Social Context: Social Categories	Crowley et al. (2002) ( <b>DQ 10</b> )	
14	11/22	<i>In-Class Analysis for those who need it!</i>		
	11/23	<b>Homework #5 is Due</b>		
	11/24	----- <i>No Class: Happy Thanksgiving!</i> -----		
15	11/29	<b>Final Research Project Presentations (Zoom)</b>		
	12/1	<b>Final Research Project Presentations (Zoom)</b>		
	12/6	<i>In-Class Work on Final Paper</i>		
	12/13	<b>Final Paper is Due</b>		

For all DQ assignments, post by 8am on the day it is due, so I can review your comments before class.

\*For these DQ assignments, you will complete practice worksheets instead of a reading.

For **project meetings and presentations**, we will meet via Zoom.

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. Some classes may be held online via Zoom. Dr. Sidney will let you know if this is the case.

## SCHEDULE FOR LAB MEETINGS

<u>Date</u>	<u>Topic</u>	<u>Activity or Assignment (due at end of lab)</u>
8/22	1 Getting Started & Generating Ideas	Interest Survey*
8/29	2 Reviewing the Literature & Narrowing in on a Question	Group Contract* <i>Work on Generating Research Questions</i>
9/5		<b>---- Labor Day: No Lab ----</b>
9/12	3 Writing in APA Style 1: Introduction, References & Formatting your paper	Intro Worksheet Part 1* <i>Work on Generating Research Questions</i>
9/19	4 Generating Hypotheses & Choosing Methodology	Intro Worksheet Part 2* <i>Hypothesis Worksheet</i>
9/26	5 Developing Measures & Stimuli & Writing Center Visit	Method Worksheet <sup>+</sup> * & Measures <i>Refine Hypothesis Worksheet</i>
10/3	6 Presenting Research APA Style Tables and Graphs	Hypothesis Worksheet <sup>+</sup> * <i>Work on Study Design &amp; Materials</i> <i>Work on Proposal Presentations</i>
10/10	7 Ethics and the Data Collection Process	Consent Form & Assent Form <i>Work on Presentations &amp; Materials</i>
10/17	8 Writing in APA Style 2: Method	Dissecting a Method* <i>Finalize Design: Materials due 10/22</i>
10/24		<b>---- Fall Break: No Lab ----</b>
10/31	9 Intro & Method Peer Editing	Intro & Method ( <b>Due in class</b> ) Peer Editing Activity* <i>Edit Intro &amp; Method Presentation</i>
11/7	10 Naturalistic Observation: Coding & Reliability	Coding Activity*
11/14	11 Preparing for Data Analysis	Analysis Worksheet Part 1* <i>Work on AW Part 2</i>
11/21	12 Writing in APA Style 3: Results, Discussion, & Abstract	<i>AW Part 2; In-Class Analysis</i>
11/28	13 Reminders: Presenting Research, Tables, and Graphs	<i>In-Lab Work Day: Presentation</i>
12/5	14 Finishing Up	Group Evaluations; Class evaluations <i>In-Lab Work Day: Papers</i>

Note: All activities and assignments are due at the end of lab, unless otherwise noted.

**Due in class** means that you will be required to submit the assignment on Canvas by 3pm.

\*These assignments contribute to your lab assignment grade.

<sup>+</sup>These assignments may be done together, and may be identical across group members.

However, each student must submit their own version via Canvas to receive credit.

Final Paper is Due **TUESDAY 12/13 by 11:59 P.M.** *Final paper must be written individually.*

## **Timeline for Research Project**

8/29 (Lab): Group Assignment & Group Contract

8/29 – 10/3: Meet as a group and come up with specific project

9/22 & 9/27 (during Lecture): Dr. Sidney will check in with each group individually to see how things are going. We will review your hypothesis worksheet together.

By 10/3: 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).

10/11 & 10/13 (in Lecture): 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. An example will be provided in lab, a rubric will be available on Canvas.

By 10/21: 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 sent directly to your TA via email by one group member. Once your TA approves your project, you may begin collecting data!

10/21 to 11/14: After you have your TA's written approval, you may collect your data!

10/31 (Lab): A first draft of your introduction and method sections are due in lab this day for peer review.

11/1 & 11/3 (in Lecture): Dr. Sidney will check in about the project. If you are having issues with data collection, we will work together to solve them! Dr. Sidney will also want to see what your data look like so far – please download your dataset from Qualtrics prior to our meeting.

11/21 (Lab) and 11/22 (Lecture): Dr. Sidney & your TA will help with data analysis. You must have your **analysis worksheet (part 1)** completed **before** we help you with analysis.

11/29 & 12/1 (during Lecture): Final Project Presentations!

**Final Paper Due TUESDAY December 13th by 11:59 P.M., post to Canvas**

**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!