

Research Methods in Developmental Psychology
PSYC 473 Section 000
Fall 2011

Instructor: Emily Cook, PhD
Office Hrs: M 1-3pm; W 9-10am (317 HM)
Class: Lecture - M/W 11:00-12:20
Lab – W 2-3:50 or F 2-3:50

Phone: 456-8672
Email: ecook@ric.edu
Location: Horace Mann 181 (Lecture)
Horace Mann 180 (Lab)

Required Books

Miller, S. A. (2007). *Developmental Research Methods*, 3rd Edition. Thousand Oaks, CA: Sage Publications. ISBN: 978-1412950299

Perrin, R. (2009). *Pocket Guide to APA Style*, 3rd Edition. Wadsworth Publishing. ISBN: 13:978-0-547-20193-1

IBM SPSS Standard GradPack 19 for Windows or Mac (6 – month rental) Software available at: onthehub.com

*Note – additional readings are assigned throughout the semester that pertain to topics in the textbook. These readings are indicated on the syllabus and are posted on blackboard.

Blackboard

Information for this course will be available through Blackboard (<https://blackboard.ric.edu>). If you need assistance accessing BB, please contact the Blackboard Student Help Desk at (401) 456-8803. Blackboard contains a copy of the syllabus, student grades on assignments, overhead slides, study guides, assignments, and any other relevant documents to the content of this class. Please note that the information provided on Blackboard is meant to *serve as a supplement, rather than an alternative*, to regular class attendance and participation. You are still responsible for all information presented during class time.

Course Description

PSYC 473 is intended to provide students with an understanding of the rationale behind and methodologies used to conduct developmental psychology research. This course also includes an introduction to the use of a computer statistics program SPSS, as well as hands-on experience collecting and designing a research study.

Course Goals By the end of the course, I expect that you will have gained the following competencies.

- Critically evaluate developmental research methods used in research articles, internet resources, and popular press articles.
- Distinguish between the different types of research designs and understand the strengths and weaknesses of different designs.
- Understand the concepts of reliability and validity and how they pertain to different research designs and research instruments.
- Be familiar with the ethics guiding psychological research and specifically, IRB procedures at RIC

- Identify multiple ways to collect data and build skills in data collection techniques
- Gain a conceptual understanding of data analytic techniques
- Enter and Analyze Data in SPSS
- Write an APA style research article

Learning Environment

To achieve the goals of this course we must work together. My role as instructor is to come to class prepared and provide a learning environment that is meaningful and challenging. I recognize that we all have different learning styles, and thus every attempt will be made to present class material through various mediums. Class will be conducted in lecture/presentation format, with some time devoted to group discussion and small group work. Lectures and in-class activities will highlight key information from the text, but new information *not* covered in the text will be presented.

Labs will involve primarily hands-on experiences developing a research project. Time in lab will be spent mostly in groups or dyads. Lab is a time to get feedback on the development of your research projects, as well as apply concepts learned in lecture.

Your role as a student is to attend class/lab, pay attention, participate in discussion and activities, complete all assignments and exams, and read your textbook and assigned articles. I also expect that you will respect the class by **turning off your cell phones** and IPODS during the lecture and not bringing outside reading material into class. Laptops are permitted in class but should only be used for taking notes. If laptops are used for other activities (e.g., facebook) then I will no longer allow you to use your laptop. Furthermore, please do not come to class late or leave early without letting me know. Lastly, if the behavior of another classmate is somehow inhibiting your ability to feel comfortable in the learning environment please come and see me.

Course Policies

1. **Attendance:** The concepts and skills covered in this course are advanced and challenging. It is virtually impossible for students to complete assignments for PSYC 473 unless they are present and actively engaged in each and every scheduled class and lab. Accordingly, students are expected to **be present during all classes and labs** and to **arrive on time**. Each student will be allotted **four** “excused” absences over the course of the semester (this includes lab and lectures). I assume that all of these four absences will be for legitimate reasons. Accordingly, there is no need to (i.e., please do not!) explain or document (e.g., doctor’s notes) absences. For every absence over four, two points will be deducted from your final grade points, up to a total of twelve points. Students will be responsible for all material presented during classes they miss. In other words, **the professor will not “re-teach” material missed during class absences during individual appointments.**
2. **Academic Integrity** is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the

academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university.

3. **Plagiarism** has become an increasing problem. Anyone who plagiarizes on a paper will at the very least receive an F on that paper. Please go to the following website to review plagiarism policies. (<http://ric.libguides.com/content.php?pid=96224&sid=720434>)
4. **Disability Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office, located in room 127 in Craig Lee (456-8061). To receive academic accommodations for this class, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

Course Requirements

1. Students will complete assigned readings prior to class.
2. Students will attend all lectures and labs and participate in discussions and activities.
3. Students will complete three exams. These exams are not cumulative.
4. Students will complete three out-of class assignments designed to familiarize them with research methodologies and statistical techniques.
5. Students will develop a research paper to be handed in at the end of the semester.

Out of Class Assignments & In Class Activities. Out of class assignments will be posted on Blackboard and discussed in class prior to due dates. These assignments are designed to further help you develop concepts and skills you learned in class. Out of class assignments are due as indicated on the syllabus unless otherwise noted in class. Out of class assignments will not be accepted late and will not be accepted by email. You must turn in a hard-copy of the assignment in class unless you have made arrangements before hand.

In-class activities (in lecture) will take a variety of forms including group activities and writing assignments in class. If you are absent the day an activity takes place, you **will not** have an opportunity to make up these points. There will be a total of 6 graded in-class assignments, with each one being worth 5 points. Class activities **will not** be announced prior to class. Your lowest in-class assignment grade will be dropped. Please realize that in-class activities are an **excellent way for you to improve your grade** and thus it is **very important for you to attend class**.

Exams. You will be required to take three exams in this class. The last exam will be your final. The final is not cumulative but several concepts will be discussed multiple times throughout the semester and content from one section typically builds on content from another. Exams may consist of multiple-choice, short answer, fill-in-the-blank items, and application questions. You will be tested on information presented during lectures, class discussions, and on your assigned readings. **There will be no excuses or make-ups if you miss one of the exams.** If you must miss for emergency, you must contact me before the test and make an appointment to take it before you return to class. You will not receive full credit for your make-up test if you do not follow this procedure.

Research Paper. Students will be required to individually prepare a 10-12 page research article designed to address a developmental research question. The research question of interest will be discussed at the beginning of the semester. The format for the paper will be extensively discussed in class. Specific instructions for the paper also will be posted on Blackboard under course documents. During the course of the semester you will hand in sections of your research paper along the way to make sure you are progressing with your topic. Each section is worth a different amount of points (**32** for the lit review, **28** for the methods, and **15** for the plan of analyses) and the dates that the various sections are due is listed on the syllabus. The sections include: introduction, methods, and results. Instructor feedback on these sections is expected to be incorporated into the subsequent final proposal. The final proposal will include revisions to the introduction, methods, and results, as well as a discussion section. These revisions will help you become a better writer by increasing your awareness of the writing process. Papers must be in APA format and typed. A useful FAQ about APA writing style can be found at <http://www.apastyle.org/learn/faqs/index.aspx>.

Papers should not be handed in late. Any late paper will result in a letter grade off the final paper grade for each day it is late. Please see me as soon as possible if you have any questions regarding expectations for the paper. Grades will take into account quality of writing (grammar, punctuation, sentence structure, etc.) and whether the proposal demonstrates an understanding of material presented during the semester and how it should be applied to a specific research question. A rubric with more specifics about grading will be posted on Blackboard. Students who reproduce phrases or sentences from the work of others in their own writing without appropriate quotation marks and page references *have committed plagiarism*. All students are required to turn in a signed copy of the “Statement Regarding Plagiarism” (**attached**) **with their final paper**.

Grading

Final grades will be computed as follows:

Out-of-Class Assignments:	30 points
Lecture In-Class Activities	25 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Research Sections	75 points
Final Research Proposal	75 points
 Total	 355 points

Points will be converted to a traditional 100 point grading scale for assignment of grades:

A (94% and higher)	A- (90-93.99)
B+ (87-89.99)	B (84-86.99)
B- (80-83.99)	C+ (77-79.99)
C (74-76.99)	C- (70-73.99)
D+ (67-69.99)	D (64-66.99)
D- (60-63.99)	F (less than 60)

Note: The instructor reserves the right to change the syllabus as necessary. **You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.**

Course Calendar – Lectures***Readings should be completed before class**

<u>Date</u>	<u>Topic, Readings, and Assignments</u>
August 31	Introduction: Developmental Research & Developmental Theory in Research Readings: Chapter 1 & Lerner & Castellino, 2002
September 5	No CLASS - Holiday
September 7	General Principles of Research: Sampling and Designs Reading: Chapter 2
September 12	General Principles of Research: Validity Reading: Shadish, Cook, & Campbell, Chapt 2 & 3- pgs. 204-234
September 14	Research Designs Reading: Chapter 3
September 19	Research Designs Reading: Kraemer et al., 2000
September 21	Research Design & Genetic Designs Reading: Moffitt, 2005
September 26	Ethics Readings: Chapter 9 & Dickert et al., 2002
September 28	*****Exam 1 on Readings and Chapters 2, 3, & 9*****
October 3	Measurement: Levels of Measurement Reading: Chapter 4
October 5	Measurement – Self Report Reading: Supple, Aquilino, & Wright (1999)
October 10	NO CLASS –HOLIDAY but Monday classes meet Oct 11 th
October 11	Measurement – Observation DUE: ***Draft of Introduction ***
October 12	Measurement – Physiological Reading: Granger & Kivlingham, 2003

October 17	Procedure: Participants Readings: Chapter 5 & Fletcher & Hunter (2003) & Cotter et al., (2002)
October 19	Procedure: Archival Data
October 24	Contexts for Research Reading: Chapter 6 DUE: ***Methods Section***
October 26	Contexts for Research Reading: Chapter 6
October 31	*****Exam 2 on Readings and Chapters 4, 5, & 6*****
November 2	Descriptive and Inferential Statistics Reading: Chapter 8
November 7	Statistics Reading: Baguley, 2004
November 9	NO CLASS – Follow Friday Schedule
November 14	Social Development Reading: Chapter 13
November 16	TBA DUE: Assignment SPSS and Excel
November 21	Types & Analyses of Qualitative Research Reading: Chapter 7 DUE: ***Plan of Analyses Section***
November 23	No CLASS
November 28	Qualitative Research in Developmental Psychology
November 30	Applied Research – Prevention & Evaluation Reading: Kellam & Langevin, 2003
December 5	Applied Research – Policy Reading: Shonkoff & Bales, 2011 & Sommer, 2006
December 7	Final Papers Due *****Exam 3 on Readings, Chapters 7, 8, & 10 – TBA – See RIC Exam Schedule*****

Statement Regarding Plagiarism

Broadly speaking, plagiarism involves representing the work of another person as one's own. All of the following are included in the definition of plagiarism:

- Representing the ideas of another as one's own
- Representing as one's own a paper written by another person
- **Including within a paper sentences or phrases used verbatim from another source without enclosing the quoted words within quotation marks and indicating the source and page number of the quotes.**

It is essential when summarizing the findings from a research article that the words used are your own and not plagiarized from the original source. Plagiarism is a clear violation of the RIC Academic Honor Policy. In addition, re-arranging the phrases or sentences of another in one's own paper does not constitute writing a paper and is considered plagiarism.

I understand that if I commit plagiarism on a paper handed in for credit in PSYC 473, I will receive a grade of 0 for the assignment and may be referred to for possible disciplinary action. **There will be no exceptions to this policy.**

Signed _____

Printed Name _____

Date _____