The College of Staten Island
Department of Psychology

Summer 2017

Experimental Psychology: Child Development

PSY 335 - D001 (4003)
Tuesday & Thursday 9:00 - 3:35 pm
SN-104

INSTRUCTOR: Anna Schwartz
Office: 4S-103
Email: ascwartz2@gradcenter.cuny.edu
Office Hours: Tuesday 3:35 - 5:00 pm

TEXT
- All course materials will be posted on Blackboard. Materials include assigned weekly readings on research design, ethics, and methodology, as well as empirical articles from primary sources. Postings also contain detailed instructions for your assignments.
- The Publication Manual of the American Psychological Association (6th Ed.) is also required as a writing reference. See also the APA quick-reference website: https://owl.english.purdue.edu/owl/resource/560/01/

RECOMMENDED READINGS

OTHER MATERIALS
- USB Flash Drive or account with Dropbox.com
- Earbuds/headphones

COURSE DESCRIPTION
4 class hours, 4 laboratory hours; 6 credits

This laboratory course introduces basic findings and techniques in the study of developmental psychology. It will review all phases of research including research design, ethics, data collection, analysis, and presentation, with a specific focus on current methods used to study the psychological development of children. In the laboratory, students will design and complete group research projects illustrative of the major topics covered, culminating in an APA-style research paper.

COURSE OBJECTIVES
The primary goal of this course is to give you hands-on experience with various methods used for studying developmental psychology. First, you will learn how psychologists study children at various points in development and how changes in their behavior are measured and documented. Many research methods and terms overlap with other areas of psychology, but some techniques were devised specifically to address developmental issues or to obtain data from non-compliant, nonverbal subjects. Second, you will learn to think about children’s behavior using the tools of the trade. You will learn to analyze data that you have coded and contributed to the class. You will learn to interpret your results and draw conclusions about child development. Third, you will learn to write an APA-style manuscript with the course collaborating in a journal-style research paper. Finally, you will acquire technical and practical skills that you can apply in other pursuits (i.e., critical thinking, collaboration, oral and written communication skills).
**Requirements & Evaluation**

- Developmental Psychology and Statistics are prerequisites for this class.
- The data coding projects and writing drafts require applying material from lectures and readings. The number of assignments may look daunting, but they are designed to keep you on schedule so you can complete your project by the end of the semester. Your drafts will become part of your final paper. The feedback you receive from me about your drafts will be useful as you craft your paper.

<table>
<thead>
<tr>
<th>Assignment Checklist</th>
<th>% of grade</th>
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<tbody>
<tr>
<td><strong>GROUP GRADES (20% of total)</strong></td>
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<tr>
<td>Draft of Project Design</td>
<td>6</td>
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<tr>
<td>Introduction Draft #1</td>
<td>2</td>
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<tr>
<td>Method Draft #1</td>
<td>2</td>
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<tr>
<td>Results Draft #1</td>
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<tr>
<td>Discussion Draft #1</td>
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<tr>
<td>In Class Presentation</td>
<td>6</td>
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<tr>
<td><strong>INDIVIDUAL GRADES (60% of total)</strong></td>
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<tr>
<td>Quizzes and Daily Activities</td>
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<tr>
<td>Lab Exercises</td>
<td>10</td>
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<td>Bronfrenner Poster</td>
<td>6</td>
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<tr>
<td>Motor Development Poster</td>
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<td>Defining Autism Poster</td>
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<td>Vygotsky-History-Theory Poster</td>
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<td>Babies Reaction Paper</td>
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<td>Questionnaire Data Poster</td>
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<td><strong>FINAL RESEARCH PAPER (20% of total)</strong></td>
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<td>Data Collection</td>
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<tr>
<td>Introduction Draft #1</td>
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<td>Method Draft #1</td>
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<td>Results Draft #1</td>
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<td>Discussion Draft #1</td>
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<td>Full Paper Draft #2</td>
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<td>Final Paper</td>
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**Total**: 100

You must complete 75% of all assignments to receive a passing grade for this class. 5% of your final grade is approximately 1/2 of a letter grade. 10% of your final grade is approximately a whole letter grade.


ATTENDANCE IN CLASS: This is not a lecture course. The course will consist of active participation in discussion, design, and execution of research projects. The majority of this work will be done in class and cannot be made up at a later time. You will not be able to do well on your projects without attending class. Attendance will be taken at each class. Students are expected to arrive in class on time. Arriving late or leaving early disrupts the class and is not acceptable. You are responsible for all material and announcements given in class. Your group members will evaluate your contribution to the group which will help determine your participation/contribution grade.

DATA CODING PROJECTS: The purpose of these projects is twofold: First, they will give everyone hands-on experience with a variety of developmental methods. Using real data collections across different developmental domains, you will learn how to collect, code, and interpret data from videos, written transcripts, live observations, and surveys. Second, the data that you code will be pooled with data coded by other members of our class to eventually become the data set for a final group project. To receive credit for each data coding project, you will turn in the Data you collected (your coding sheet) and the Lab report (answering a set of questions for each data coding project).

FINAL PAPERS: The class will be divided into research groups with 4-5 students per group. Each group will work together to design a developmental research question based on the available data coding projects. Sections of the paper will be turned in throughout the semester. First drafts of the papers will be worked on in groups to discuss ideas, but each student must turn in their own 2nd draft and final paper at the end of the semester. These “low-stakes” writing assignments help you 1) keep up with your project, 2) practice using the language of a research paper, 3) get you feedback before you turn in your final project, and 4) help me know if (and with what concepts) you are struggling. Possible topics include: motor development, mother-child interactions, play behavior, language acquisition, and adolescent development.

Each paper must have a minimum of 6 references and a minimum of 4 statistical analyses.

POSTER PRESENTATIONS: At the end of the semester, your group will prepare a poster display of your research projects for presentation. You can make a poster electronically in PowerPoint to present. The poster must include the four main components of an APA paper, the title, and the references (and optionally, an abstract). Details about how to prepare a poster will be discussed during class.

FUTURE RESEARCH PRESENTATIONS: At the end of the semester, each student will prepare a PowerPoint talk describing a direction for future research that stems from the project their group conducted. This talk will include background on the future research topic (including how it relates to your group project), a set of new research questions and method for examining them, and predicted results. Details about this assignment will be discussed during class.

TEXT: During the semester, I will give one in-class test, worth 10% of your final grade. The test questions are multiple choice based on readings and class discussions. The purpose of the test is to ensure that, throughout the semester, you’re kept up with the reading.
**Handing in Assignments:** All assignments must be turned in through Blackboard by the beginning of class the day they are due, except for assignments designed to be worked on in class, which must be submitted by the end of class on the day they are due. All assignments must be typed, with APA formatting (1-inch margins, 12-point font, double spaced). Do not try to manipulate the number of pages of your output by playing around with spacing or font.

**Make-up Assignments:** All assignments are mandatory and there are no make-up assignments. The purpose of the many assignments is to keep you on track, so that you will finish your final project by its due date. If you miss a draft, test, or other assignment, you will receive 0 points and that will be averaged into your grade.

**How to Use Office Hours:** I will help you to prepare for all assignments by discussing material. I will help you prepare your final presentation by providing feedback on your ideas. You will also receive feedback when I comment on your drafts. You should use office hours to get help on concepts you do not understand, to clarify instructions, or to discuss any problems with grading. If you find yourself falling behind schedule, come see me as soon as possible to arrange a solution.

**Group Work:** Please feel free to discuss your ideas with other students. Collaboration is a key component of this course. Much of the work will take place in groups. However, all final work must be your own. Because so many of your assignments will be done in groups it is extremely important that you attend all classes and group meetings. Consistent failure to meet your responsibilities to your group will result in a failing grade for the semester.

**Cheating and Plagiarism:** Students who cheat or plagiarize will receive a 0 for the assignment, and the department chair and dean will be alerted. Cheating or plagiarism include (1) copying ideas or words from another student’s paper, and (2) copying ideas or words from a published source without appropriate citation.

You should only quote an author’s words if the exact phrasing of the idea is important or if it is important to establish that an author made a particular claim. In almost all cases, you should rephrase an author’s idea into your own words and cite the source rather than providing a direct quote. You can consult the APA manual for guidance on appropriate citations or visit me during office hours.

CUNY’s Academic Integrity Policy can be found here: [http://www.cuny.edu/academic/info/academic-integrity/academic-integrity.pdf](http://www.cuny.edu/academic/info/academic-integrity/academic-integrity.pdf)

**Accommodations for Students with Disabilities:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Student Accessibility. Prior to granting disability accommodations in this course, the instructor must receive written verification of student’s eligibility from the Center for Student Accessibility, which is located in FP 101. It is the student’s responsibility to initiate contact with the Center for Student Accessibility staff and to follow the established procedures for having the accommodation notice sent to the instructor.
<table>
<thead>
<tr>
<th>Class and Homework Assignments (to be done before class unless otherwise noted)</th>
<th>Reading (to be done before class meeting)</th>
<th>Classwork (if any)</th>
</tr>
</thead>
</table>
| **(1) June 6** | | *Introduction to Course*  
*Themes in Child Development*  
*Project Assignments*  
*Developmental Research Methods*  
*Research Principles*  
*How to Read An Article*  
*Library and Literature Research Tutorial*  
*Literature Research Assignment*  
*Analysing Literature Methods*  
*Discuss Wynne, Clearfield & Mix*  
*Lab Exercise #1*  
*Group Work: Discuss Project Ideas*  
| **(2) June 8** | **Read Central Principles**  
**Read: How to Read a Journal Article**  
**Read: How to Conduct an Experiment**  
**Read: Writing Psychology**  
**Read: Ethical Writing**  
**Read: Library and Literature Research Tutorial**  
**Read: Introduction to Research**  
**Read: Literature Research Assignment**  
**Read: Literature Methods**  
**Discuss Wynne, Clearfield & Mix**  
**Lab Exercise #1**  
**Group Work: Discuss Project Ideas**  
| **(3) June 13** | **Read: How to Read An Article**  
**Read: Central Principles**  
**Read: Library and Literature Research Tutorial**  
**Read: Ethical Writing**  
**Read: Experimental Design**  
**Read: Literature Methods**  
**Discuss: Lab Exercise #1**  
**Group Work: Literature Review**  
**Group Work: Discuss Project Ideas**  
| **(4) June 15** | **Read: How to Read An Article**  
**Read: Central Principles**  
**Read: Library and Literature Research Tutorial**  
**Read: Experimental Design**  
**Discuss: Lab Exercise #1**  
**Group Work: Finalize Project Design**  
**Group Work: Finalize Coding Schemes**  
**Write a Method Section**  
**Group Work: Finalize Project Design**  
**Write a Method Section**  
**Group Work: Finalize Coding Schemes**  
**Write a Final Method** |
<table>
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<tr>
<th>Week 5 (5) 6/20</th>
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<tbody>
<tr>
<td>Lab Exercise #1 Report due</td>
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<tr>
<td>Literature Review due (end of class)</td>
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<tr>
<td>* Read Sources of Bias</td>
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<td>* Read Settings &amp; Goals</td>
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<tr>
<td>* Read Group #1 Article TBA</td>
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<td>* Read Group #2 Article TBA</td>
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<td>* Read Group #3 Article TBA</td>
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<th>Week 6 (6) 6/22</th>
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<tr>
<td>* Read Group #4 Article TBA</td>
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<tr>
<td>* Read Group #5 Article TBA</td>
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<tr>
<td>* Read Writing Introduction</td>
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- Sources of Experimental Error
- Naturalistic Observation
- Data Coding Project #1
- Data Coding Project #2
- Validity / Reliability
- Data Coding Project #3
- Data Coding Project #4
- SPS Demo: Reliability Exercise
- Writing an Introduction
- Turnitin: Plagiarism prevention
- Group Work: Write Outline & Start to Draft Introduction
| (7) 7/6  
| LabExercise#2 Rpt due  
| ProjectDesign (end class)  
| *READ MAIN EFFECTS & INTERACTIONS  
| *READ STATISTICS  
| *WRITING AN INTRODUCTION  
| *HOW TO DO CITATIONS  
| *DISCUSS RELIABILITY EXERCISE  
|  
| (8) 7/7  
|  
|  
| (9) 7/8  
|  
| (10) 7/9  
| CodingProject#1 Rpt due  
| ContineLiteratureSearch  
| *WRITING RESULTS SECTION  
| *INTERPRET PRELIMINARY RESULTS  
|  
| (11) 7/10  
| CodingProject#3 Rpt due  
| *GROUPWORK SSS ANALYZED DATA  
| *GROUPWORK WTM DRAFT OF RESULTS  
|  
| (12) 7/11  
| CodingProject#4 Rpt due  
| *GROUPWORK WTM DRAFT OF DISCUSSION  
| *REMSE DRAFT OF RESULTS SECTION  
| *BEGIN WORKING ON ULINE FUTURE RESEARCH PROPOSAL  
|  
| (8) 7/7  
|  
| (9) 7/8  
|  
| (10) 7/9  
| CodingProject#1 Rpt due  
| ContineLiteratureSearch  
| *WRITING RESULTS SECTION  
| *INTERPRET PRELIMINARY RESULTS  
|  
| (11) 7/10  
| CodingProject#3 Rpt due  
| *GROUPWORK SSS ANALYZED DATA  
| *GROUPWORK WTM DRAFT OF RESULTS  
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| *REMSE DRAFT OF RESULTS SECTION  
| *BEGIN WORKING ON ULINE FUTURE RESEARCH PROPOSAL  
|  
| (8) 7/7  
|  
| (9) 7/8  
|  
| (10) 7/9  
| CodingProject#1 Rpt due  
| ContineLiteratureSearch  
| *WRITING RESULTS SECTION  
| *INTERPRET PRELIMINARY RESULTS  
|  
| (11) 7/10  
| CodingProject#3 Rpt due  
| *GROUPWORK SSS ANALYZED DATA  
| *GROUPWORK WTM DRAFT OF RESULTS  
|  
| (12) 7/11  
| CodingProject#4 Rpt due  
| *GROUPWORK WTM DRAFT OF DISCUSSION  
| *REMSE DRAFT OF RESULTS SECTION  
| *BEGIN WORKING ON ULINE FUTURE RESEARCH PROPOSAL  

**Notes:**

- Every Thursday has a meeting for the course.
- Fridays are open for students to work on their projects.
- The schedule is subject to change based on the needs of the class.
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<th>(13) 7/20</th>
<th>(14) 7/25</th>
<th>(15) 7/27</th>
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<tbody>
<tr>
<td><strong>Reliability Exercise</strong>&lt;br&gt; Coding Project Report due&lt;br&gt; 1st Draft of Introduction due</td>
<td><strong>REVISE 1</strong>&lt;br&gt; <strong>REWRITE DRAFT OF DISCUSSION</strong>&lt;br&gt; <strong>CONTINUE WORKING ON RESEARCH PROPOSAL</strong>&lt;br&gt; <strong>APA STYLE</strong>&lt;br&gt; <strong>OTHER SECTIONS OF A RESEARCH PAPER</strong>&lt;br&gt; <strong>WRITE ABSTRACT</strong>&lt;br&gt; <strong>REVIEW CHANGES TO RESEARCH PAPER</strong>&lt;br&gt; <strong>INCORPORATE BACK TO PAPER</strong>&lt;br&gt; <strong>EXAMPLES OF FONTS &amp; HOW TO MAKE A POSTER USING POWERPOINT</strong>&lt;br&gt; <strong>GROUP WORK: START REVISION OF POSTERS</strong>&lt;br&gt; <strong>GROUP WORK: CONTINUE DRAFTING POSTERS</strong>&lt;br&gt; <strong>REVISION TALKS</strong>&lt;br&gt; <strong>GROUP WORK: FINALIZE POSTERS</strong>&lt;br&gt; <strong>FINAL PAPER REVISENS</strong>&lt;br&gt; <strong>IN CLASS PRESENTATION POSTER ON RESEARCH PROPOSAL (group)</strong>&lt;br&gt; <strong>REVISION TALKS</strong>&lt;br&gt; <strong>FINAL PAPER REVISENS</strong>&lt;br&gt; <strong>PRESENTATION CONFERENCE RESEARCH PROPOSALS (individual)</strong></td>
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MORE NOTES ON THE FINAL PAPER

Your paper should be clear and concise, without spelling or grammatical errors and carefully organized into essay format. Papers should be typed, double-spaced, with 1 inch margins, with a minimum of 6 references. Format your citations and reference list according to APA guidelines.

Examples of appropriate format for citations in the text include:

- Gibson and Walk (1960) found that most infants avoid the edge of a precipice. However, avoidance responses may be linked with the duration of infants’ crawling experience (e.g., Campos, Bertenthal, & Kermoian, 1992).

If you have not read the original source, but only read about it in a secondary source (e.g., a textbook), you should cite like this:

- Gibson and Walk (1960, cited in Berk, 2000) found that most infants avoid the edge of a precipice. However, avoidance responses may be linked with the duration of infants’ crawling experience (e.g., Campos, Bertenthal, & Kermoian, 1992, cited in Berk, 2000).

Note, if you cite a secondary source, you do not need to include the original source in your reference list.

Examples of appropriate format for citations in the reference list are:


In all evaluations and papers, students are not permitted to reference Internet content that is not a professional academic journal. That is, online research (including encyclopedias, authoritative opinions, new paper or magazine sources) does not count towards citation in this course.

Use a spell checker and proofread. On your paper, you will lose one point for every instance of a misspelled word including: inits, theirs/there, and affect/effect. You will also lose one point for each instance of sexist language. APA style suggests use of plurals (children/their/they) rather than masculine (the child, his, her) or feminine (the child, her, she) or the awkward compromise he/she. The only time you should use gender typed pronouns is when you are referring to a particular researcher (e.g., Piaget, his theory) or to a particular child (Little Albert, his fear).

If you have questions regarding appropriate APA format or language, ask Dr. Wagner.