

**PSYCHOLOGY 321: Laboratory in Developmental Psychology (Spring 2016)**  
**MW 10:00-11:50, BSB 2019**  
**3 Credit Hours (CRN: 35523)**

**Instructor:** Julia Kim-Cohen, PhD

[juliakim@uic.edu](mailto:juliakim@uic.edu)

Office: BSB 2056B

Office hours: Tues 10:00-11:00am\*

**TA:** Nicole Darangelo

[ndarca2@uic.edu](mailto:ndarca2@uic.edu)

Office: ETMSW 1241

Office hours: by appointment

**Textbook:** There is no textbook for this course, but you will be assigned to read journal articles which will be available on the course Blackboard site.

**Course objectives:** The goal of this course is to give students hands-on experience with scientific research in developmental psychology. Upon successful completion of this course, students will:

- be able to conduct an academic literature search
- have a basic understanding of the methods and techniques related to research design
- generate research questions and hypotheses based upon critical reading of previous research studies
- understand procedures for collecting, coding, and analyzing data
- be able to interpret results of statistical analyses
- write an APA-style empirical paper.

**Prerequisites:**

PSCH 343, and credit or concurrent registration in PSCH 320.

**Class Format:** The course is structured around two experimental projects: **one group project** and **one individual project**. Lectures will be minimal and the course will be structured to provide hands-on experience with conducting developmentally relevant research. The bulk of the class meeting time will be spent on developing and conducting the projects. We will have access to laptops so that students can conduct research activities during class time with support from the instructor and the TA. Students will write two full APA-style empirical papers; students will receive detailed feedback on the first paper, which they will have the opportunity to revise & resubmit.

**Overview of projects:**

For the **group project**, students will work in small groups of 2-3 students and each student will write their own paper. The **final project** will be done individually, and it can be on one of several topics provided as options. Projects must be experiments that use random assignment of participants to conditions that are manipulated by the researcher. We will collect real data utilizing students taking this course, their acquaintances (including children or adolescents), and/or volunteer laypeople recruited via the internet/social media. The entire course is structured to help you, in a step-by-step manner, carry out scientific research on your own from start to finish, and report the results of that study on a nearly professional level.

**Requirements & Grading (400 points total possible):**

1. **Papers on research projects (200 points).** The two research projects are to be reported as research papers in APA style (see <https://owl.english.purdue.edu/owl/section/2/10/> & [www.apastyle.org](http://www.apastyle.org) for guidelines). Each student must write their own paper individually, even for the group project. Specific guidelines for the format and the content for the

papers will be covered in class. The final grade on the group project paper will be an average of the grade for the draft (weighted 30%) and the revised paper (weighted 70%). There will be no revision option for the final paper, which will be submitted as one complete paper at the end of the semester.

Group Project Part I (**31 points**): Title page, Introduction, References

Group Project Part II (**19 points**): Method

Group Project Part III (**19 points**): Results, Table/Figure (if applicable)

Group Project Part IV (**31 points**): Abstract, Discussion

Final Project (**100 points**): entire manuscript

2. **Quizzes (60 points).** There will be 3 in-class quizzes based on material covered in class and in reading assignments. Each quiz will be worth 20 points.
3. **Group Project Presentation (10 points) & Final Project Presentation (30 points).** The ability to verbally communicate your research in front of a live audience is an important skill to acquire. All students are required to present their final project. We will provide specific instructions for how to prepare for your presentations.
4. **Participation, Attendance, & Lab exercises (100 points).** Much of the work will be hands-on so **attendance and completion of assignments is required.** Assignments done in class or in preparation for one of the research projects will be difficult to make up. Thus, it is crucial for you not to miss a class. **Each unexcused absence will result in a 5-point deduction from your participation grade** (up to a maximum of 50 points). **Anyone who arrives more than 10 minutes late to class will be marked absent.** Keep in mind that losing 40 points will result in a drop of one full grade (i.e., "B" to a "C"). This is a small class and each student's contribution to discussion and activities will impact the success of the course.

Final grades will be determined by total points as follows:

A: 360 – 400

B: 320 – 359

C: 280 – 319

D: 240 – 279

F: less than 240

In the event of partial points, I will round up final grades if the decimal point is .5 or higher. If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). Absolutely no exceptions will be made to the grading policies. Occasionally opportunities for extra credit will be announced in class.

#### **Policies & Procedures:**

- **Attendance & extension policy:** As stated above, attendance in class is essential. Not only will attendance directly impact your participation grade, it will impact how much you learn and get out of the class. Attendance will be taken each day. An extension of the due date for assigned work is permitted only in case of:
  - (a) personal illness
  - (b) personal or family crisis
  - (c) religious holidays that you observe
  - (d) job / school interview or athletic events requiring travel.

In all of the above cases, you should submit a written excuse by email, **including documentation**, if possible. In case of (c) or (d), you should notify both the TA and the

instructor in advance so that we can find out the best way to handle the situation with the least amount of disruption.

If an extension is granted, take the following steps: (i) If you missed a quiz, visit the TA or the instructor's office hours and take the quiz within 1 week upon your return. You may also take a quiz before the planned departure. (ii) If you missed a homework assignment or paper due date, submit it within 1 week upon your return, or submit it before the due date. (iii) If you missed a lab exercise, consult your TA as to how to make it up.

**Grading of unexcused late assignments or missed lab exercise:** Work that is late without a valid excuse (see above) will be treated in the following way: (i) If you missed a quiz, but take it during a TA's or the instructor's office hour within 1 week, you may receive 70% of the score you receive on that quiz. (ii) If you missed a homework assignment or paper due date, we will deduct 10% of your score on that assignment for each late day (including weekends). An unexcused paper or homework assignment later than 7 days (including weekends) will not be accepted and will automatically receive a 0. (iii) For a missed lab exercise, you should obtain the handout from the TA and find out what you are supposed to learn on your own. You will receive half credit for it, if you turn in the appropriate lab exercise within 1 week.

- **\*Office hours:** Office Hours are by appointment only. We are happy to meet with you during the times listed above, but you must email us first to schedule an appointment.
- **Correspondence:** Students often ask how they should address me; you may address me as "Dr. Kim-Cohen" or "Professor Kim-Cohen." When writing emails to me or to the TA, please include "PSCH 321 MW" in the subject line. We will do our best to respond to your messages within 12-24 hours (a bit longer over weekends).
- **Electronic devices:** *The class has voted and agreed that we will take two short "screen" breaks during class. Each break will take place after approx. 40-45 minutes and last no more than 5 minutes. Outside of these breaks, the use of personal laptops, tablets, smart phones, etc. are not allowed in class. **Students caught violating the policy will be asked to leave the classroom and will be marked absent for the day.*** Students will use university-owned laptops in the classroom to work on research projects. Please come prepared to take notes by hand. A recent experiment showed that taking notes by hand resulted in better long-term learning compared to taking notes on a laptop (see: <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>.)
- **Cheating & plagiarism: Plagiarism occurs when you use someone else's text or ideas in your writing without citing that person as a reference.** If a student is caught cheating on an exam or plagiarizing on a paper, that student will automatically receive an "F" for the course and the appropriate authorities within the university will be notified. Please be sure to review the UIC Department of Student Judicial Affairs (<http://www.uic.edu/depts/sja/integrit.htm>) for more information about the violation of Academic Integrity and its consequences.
- **Writing support:** We encourage you to schedule an appointment for individual writing tutoring at the UIC Writing Center: <http://www.uic.edu/depts/engl/writing/>. It's free and anonymous; you will rarely have such an opportunity to get help with your writing after you graduate so take advantage of this great resource while you can.
- **Students with disabilities:** I will work with any student to make reasonable accommodations, but requests should be made **during the first week of class**. Students with disabilities who require accommodations for access and participation in this course must be registered with the UIC Disability Resource Center (<http://drc.uic.edu/students/>). Please contact ODS at (312) 413-2103 or [drc@uic.edu](mailto:drc@uic.edu).

### Course Schedule

(\*note: changes to the schedule will be announced in class & on BB)

Week	Date		Topic	Reading	Assignment
1	Jan 11	Mon	Introduction, overview, syllabus; General principles (questions, constructs, IV, DV, causality)		
	Jan 13	Wed	Methods for investigating developmental questions; Experimental design; how to formulate research ideas	Caspi et al., 2004 (parental expressed emotion & children's antisocial behavior) & Olson et al., 2006 (perceptions of lucky vs. unlucky people)	
2	Jan 18	Mon	<b>MLK, Jr. Day – no class meeting</b>		<b>Submit 3 research questions by noon on Tues Jan 19<sup>th</sup></b>
	Jan 20	Wed	Form groups for Project 1; literature review exercise; Writing workshop 1 (Title Page, Introduction, References)	Arnett, 2006 (emerging adulthood chapter)	
3	Jan 25	Mon	Reliability; Internal/external validity; Design Critique		<b>Quiz 1</b>
	Jan 27	Wed	Group project development; Design data collection procedure		<b>Group Project Paper Part I DUE WED Jan 27<sup>th</sup> by 10PM</b>
4	Feb 1	Mon	Writing Workshop 2 (Method); Qualtrics tutorial		<b>Quiz 2</b>
	Feb 3	Wed	Group project development; design experiment in Qualtrics		<b>Group Project Paper Part II DUE FRI Feb 5<sup>th</sup> by 10PM</b>
5	Feb 8	Mon	Pilot testing		<b>Launch data collection for Group Projects by FRI Feb 12<sup>th</sup></b>
	Feb 10	Wed	SPSS tutorial: t-tests in SPSS; Writing Workshop 3 (Results & Tables/Figures)		
6	Feb 15	Mon	Analyze class project data		<b>Data collection completed by noon today; Quiz 3</b>
	Feb 17	Wed	Writing Workshop 4 (Discussion & Abstract)		<b>Group Project Paper Part III DUE WED Feb 17<sup>th</sup> by 10PM</b>
7	Feb 22	Mon	Interaction effects		
	Feb 24	Wed	Developing individual project idea; writing an IRB protocol		<b>Group Project Paper Part IV DUE TUES Feb 23<sup>rd</sup> by 10PM</b>

8	Feb 29	Mon	individual project interviews w/ ND		
	Mar 2	Wed	individual project interviews w/ ND		<b>Complete revised Group Project Paper DUE FRI March 4<sup>th</sup> by 10PM</b>
9	Mar 7	Mon	individual project interviews w/ JKC		<b>IRB proposal due TUES, March 8<sup>th</sup> by 10PM</b>
	Mar 11	Wed	Program experiments in Qualtrics – meet in class		
10	Mar 14	Mon	Piloting individual projects		
	Mar 16	Wed	Finalize individual projects		<b>Launch data collection by FRI March 18<sup>th</sup></b>
	<b>Mar 21 &amp; Mar 23</b>		<b>SPRING RECESS</b>		
11	Mar 28	Mon	Analyzing data from a factorial design in SPSS		
	Mar 30	Wed	Individual project data analysis		<b>individual project data due TODAY by noon</b>
12	Apr 4	Mon	Individual project data analysis		
	Apr 6	Wed	How to give a research presentation		
13	Apr 11	Mon	Individual project presentation prep		
	Apr 13	Wed	Individual project presentations		
14	Apr 18	Mon	Individual project presentations		
	Apr 20	Wed	Individual project presentations		
15	Apr 25	Mon	Peer review of paper draft		<b>Individual project first draft due, SUN April 24<sup>th</sup> by 10PM</b>
	Apr 27	Wed	Revise papers; semester wrap-up		
			<b>Individual Project Final Report DUE MON May 2<sup>nd</sup> by 5PM via SafeAssign</b>		