

**PSYCHOLOGY 321: Laboratory in Developmental Psychology (Spring 2017)**  
**MW 10:00-11:50, BSB 2019**  
**3 Credit Hours (CRN: 35523)**

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

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Office hours: Thurs 9:30-10:30am\*

**TA:** Nicole Darcangelo

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**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:

- 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.

**Textbook:** There is no textbook for this class, but it is a good idea to refer back to textbooks from previous courses on Developmental Psychology and Research Methods. Students will read primary source articles related to the research projects they will carry out.

**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 extensive feedback on the first paper, which they will revise.

**Overview of projects:**

For the **group project**, students will work in small groups and each student will write their own paper. This semester, the theme for the group project will be **bilingualism**; all group projects will relate to this topic in some way. 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, including 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

All paper assignments are to be submitted via SafeAssign on the course Blackboard. Papers will be considered late starting immediately after the deadline. In order to avoid delays due to technical problems, please don't wait until the last minute to upload your paper. **If you have a problem with SafeAssign submission, you must email the paper to me and to your TA within 10 minutes of the deadline.** Otherwise, **you will lose 10 points for every 24 hours that the paper is late. Corrupted or blank files uploaded will be considered missing.**

2. **Quizzes (60 points).** There will be 3 in-class quizzes based on material covered in the Trochim online textbook and other reading assignments. Each quiz will be worth 20 points. The first quiz will include questions about the syllabus.
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 10-point deduction from your participation grade** (up to a maximum of 80 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; losing 80 points will result in a drop of two full grades (e.g., from an "B" to a "D".) This is a small class and each student's contribution to discussion and activities 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 these policies.

#### **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 24-hours (a bit longer over weekends). For **tips** on how to write effective & professional emails to your professor, please see: <http://bit.ly/2hSAjIq>.
- **Electronic devices:** Personal laptops, tablets, smart phones, etc. are not allowed in class. We will have two short "screen breaks" during class when you may look at your phones for non-class related reasons. Aside from these breaks, **please silence your phones and put them out of sight in order to avoid distraction.** Students caught violating the policy will be asked to leave the classroom and will be marked absent for the day. We will use university-owned laptops in the classroom to work on research projects.
- **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. I encourage all students to take a look at this **excellent infographic** on what plagiarism is and how to avoid it: <http://bit.ly/1Ksb2pv>.
- **Writing support:** I 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.

- **Accommodations for disabilities:** I would be happy to make accommodations for disabilities as indicated by the Disability Resource Center. Please inform me of your needs within the first two weeks of the semester. In keeping with the university policy: "Students with disabilities must provide the instructor in writing the need for accommodations and what they are. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY)." Email: [drc@uic.edu](mailto:drc@uic.edu).
- **Holidays and Religious Days of Special Observance:** Please inform me via email if you miss class or need to reschedule an exam due to observance of a religious holiday. See the following website for the University's list of holidays/religious days: <http://oae.uic.edu/docs/ReligiousHolidaysAY20162018.pdf>

### Course Schedule

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

Week	Date		Topic	Reading	Due
1	Jan 9	Mon	Introduction, overview, syllabus; General principles (questions, constructs, IV, DV, causality)	"Two languages are better than one"	
	Jan 11	Wed	Methods for investigating developmental questions; Experimental design; how to formulate research ideas; Literature review exercise; how to read an empirical journal article		Annotated bibliography of a review article on bilingualism
2	Jan 16	Mon	<b>MLK Day - NO CLASS</b>		
	Jan 18	Wed	Reliability; Internal/external validity; Discussion of studies on bilingualism		Annotated bibliography of two empirical articles
3	Jan 23	Mon	Group project development; Writing Workshop 1 (Title Page, Introduction, References)		
	Jan 25	Wed	Design data collection procedure; Qualtrics tutorial		<b>Group Project Paper Part 1 DUE FRI Jan 27 by 10PM</b>
4	Jan 30	Mon	Group project development; Writing Workshop 2 (Method); Ethical guidelines		<b>Quiz 1</b>
	Feb 1	Wed	Pilot testing		<b>Group Project Paper Part 2 DUE SUN Feb 5 by 10PM</b>
5	Feb 6	Mon	SPSS tutorial: t-tests		<b>Launch data collection for Group Projects by MON Feb 6</b>

	Feb 8	Wed	Writing Workshop 3 (Results)		
6	Feb 13	Mon	Analyze class project data		
	Feb 15	Wed	Interaction effects (Factorial Design)		<b>Group Project Paper Part 3 DUE FRI Feb 17 by 10PM</b>
7	Feb 20	Mon	Writing workshop 4 (Discussion & Abstract)		<b>Quiz 2</b>
	Feb 22	Wed	individual project interviews w/ ND		
8	Feb 27	Mon	individual project interviews w/ ND		
	Mar 1	Wed	individual project interviews w/ JKC		
9	Mar 6	Mon	Program experiments in Qualtrics – meet in class		<b>Group Project Paper Part IV DUE SUN Mar 5 by 10PM</b>
	Mar 8	Wed	Pilot test individual projects		
10	Mar 13	Mon	IRB proposal for your individual project		
	Mar 15	Wed	Design Critique		<b>Complete revised Group Project Paper DUE FRI Mar 17 by 10PM</b>
	<b>Mar 20 &amp; Mar 22</b>		<b>SPRING RECESS</b>		
11	Mar 27	Mon	Analyzing data from a factorial design in SPSS		<b>individual project data due SUN Mar 26 by 5PM</b>
	Mar 29	Wed	Individual project data analysis		
12	Apr 3	Mon	Finish data analysis		<b>Quiz 3</b>
	Apr 5	Wed	How to give a research presentation		
13	Apr 10	Mon	Finish data analysis; Individual project presentation prep		
	Apr 12	Wed	Individual project presentations		
14	Apr 17	Mon	Individual project presentations		
	Apr 19	Wed	Individual project presentations		
15	Apr 24	Mon	Peer review of paper draft		<b>Individual project first draft due, SUN April 23<sup>rd</sup> by 5PM</b>
	Apr 26	Wed	Revise papers; semester wrap-up		
16	May 1	Mon	<b>Individual Project Final Report DUE today by 5PM via SafeAssign – No class meeting</b>		