
PSCH321: Laboratory in Developmental Psychology

Spring 2021

COURSE NUMBERS: 23126 and 27520; 35520 and 35523

**** THIS IS AN ASYNCHRONOUS COURSE.**

THERE ARE NO LIVE LECTURES OR LABS FOR THIS CLASS **

Instructor: Emily Blumenthal, Ph.D.

Email: eblumet@uic.edu

SIGN UP FOR INDIVIDUAL ZOOM MEETINGS AT: <https://calendly.com/eblumet>

Note: I will send you a Zoom link after you schedule your appointment.

Teaching Assistant: Elyse Shenberger (COURSE 23126/27520)

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DROP-IN HOURS BY APPOINTMENT (MONDAYS, TUESDAYS, THURSDAYS, FRIDAYS)

Teaching Assistant: Maria Granros (COURSE 35520/35523)

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DROP-IN HOURS BY APPOINTMENT

COURSE DESCRIPTION

This research methods course in developmental psychology synthesizes and integrates what students have learned in their introductory psychology, statistics, research methods, and developmental courses. It gives students “hands-on” experience in designing research, collecting, analyzing, and interpreting data, and writing APA-style research papers in developmental psychology. My goal is to help students think critically about research methods, experimental design, and presentation of research as it will apply to their future careers and everyday decision-making.

Prerequisites:

Enrollment in this course is limited to students who have completed PSCH 343 and have a current credit or concurrent registration in PSCH 320.

* Students who have not met all these prerequisites will be dropped from the course.

COURSE MATERIALS

All assigned readings will be posted to Blackboard. There is no assigned textbook for this class. However, I do suggest you refer to your research methods and statistics textbooks. You may also want to refer to the APA publication manual for style and writing tips.

- **APA Publication Manual:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.
- **Research Methods Knowledge Base** (<http://www.socialresearchmethods.net/kb/index.php>)
- **Purdue Owl Online Writing Lab** (<https://owl.english.purdue.edu/owl/resource/560/01/>)

Course Student Learning Outcomes:

In this course, students will:

1. utilize and interpret the appropriate descriptive and inferential statistics for a variety of research questions.
2. identify, design, and conduct appropriate study method(s) to investigate research question(s).
3. describe appropriate ethical considerations when conducting studies of children and adolescents as vulnerable populations.
4. effectively collaborate with peers in the design, analysis, and reporting of research results.
5. critically read, appropriately evaluate, and clearly explain empirical research studies.
6. demonstrate effective written communication skills directed toward a developmental audience using APA format.
7. clearly and effectively explain their research studies and findings using oral communication skills directed toward a developmental audience.

STUDENT RESPONSIBILITIES & COURSE POLICIES

- In this class I will work to promote an **anti-discriminatory environment** where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.
 - I expect you to take advantage of the opportunities that this course offers you by being an **active and thoughtful participant** in all online discussions and by trying your best on the various elements of the course. I expect you to take ownership of your learning and to reach out to me or your teaching assistant if you are struggling or have concerns. I expect you to take the opportunity to learn from your peers through online activities, and I expect you to be respectful and courteous to one another. Finally, I expect you to hold yourself to the highest standards for academic honesty and integrity in your work.
 - Students are responsible for reading and studying all **assigned readings, checking Blackboard for announcements and updates, watching video lectures**, and helping to foster **class cohesiveness and respect**.
 - All assignments must be turned in **through the Assignments link on Blackboard**. Late assignments with no valid and verifiable excuse will be penalized 5% for each day that they are late, including weekends. No assignments will be accepted after 7 days or after graded assignments have been returned to the class (whichever comes first).
 - Students are **responsible for the content of any announcements, assignments, or course-related information** posted to Blackboard.
 - If you need **help** throughout the course, there are a variety of resources that you can utilize. Posting questions to the Discussion Board; sending me or your TA an email (eblumat@uic.edu, include course title in email subject), or setting up an individual meeting, are honest ways to obtain assistance when struggling in your classes. Come talk to me if you have any questions about course policies.
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ONLINE COURSE COMMUNICATION GUIDELINES (NETIQUETTE)

- Be mindful of different cultural and linguistic backgrounds, as well as different political ideologies and religious beliefs.
 - Use good judgment when composing your written responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
 - Be careful using all capital letters when composing your written responses. This can be considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
 - Be respectful of others’ views and opinions.
 - Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
 - Use good grammar and spelling in written communications.
 - In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.
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EMAIL POLICY & THE DISCUSSION BOARD

- When emailing Professor Blumenthal and your TA, please start the subject line with **PSCH321**. This will help me respond to your email more promptly. You may email me directly with administrative questions (about meetings, grades, etc.) and to set up appointments, but you must use the discussion board for all content-related questions (about lecture and assignments, etc.). I will not respond to content related questions over email. Using the discussion board, rather than email, will allow you to get a faster response, and more information from your classmates. Both asking and answering questions on the discussion board is an excellent study tool, and I highly encourage participation!

BLACKBOARD

- All announcements and assignments, as well as the latest version of the course schedule, will be available on the course's Blackboard site, at <https://uic.blackboard.com/>
- If you are having trouble accessing or using the course website, contact the ACCC Service Desk at consult@uic.edu, or call them at 312-413-0003 option 9.
 - **Be sure to check Blackboard regularly for announcements and updates.**

COURSE ASSIGNMENTS AND GRADING

Grades will be determined using the following weights.

Assessment	Points	Breakdown
Discussion Board	130	10 points for up to 13 posts and responses on <u>different</u> discussion board (see grading rubric for more details)
Written assignments (WA)	350	50 points for 7 written assignments (lowest score dropped)
Exp. 1 Paper	120	
Research Proposal	200	
TOTAL	800	

Assignments based on participation as well as graded assignments (such as final projects) will contribute to your final grade without curving.

Final grades are assigned based on your overall percentage in the class. The breakdown of grades is:

A	719.2-800 points	90-100%
B	639.2-719.19 points	80-89.9%
C	559.2-639.19 points	70-79.9%
D	479.2-559.19 points	60-69.9%
F	Less than 479.2 points	<59.9%

- Finally, it is extremely important that you check over your grades on Blackboard regularly. Scores on graded items **cannot be contested after the last scheduled day of classes**. It is your responsibility to check over all of your grades before the final day of classes in the term.

DISCUSSION BOARD: There will be weekly discussion board topics designed to help you engage with the material and your classmates. This will be a great way to create a community in this class, and to help you get your questions answered.

- You are expected to post to the discussion board by Wednesday of each week and to provide at least two thoughtful responses to your classmates' posts by Friday. A detailed grading rubric for discussion board posts and responses is available on Blackboard.
- **I will assign extra credit for particularly thoughtful or insightful discussion board posts.**
- I know that discussion board posts can cause some anxiety, so feel free to email your post to Professor Blumenthal or your TA for comments before posting to the board. We're here to help!

WRITTEN ASSIGNMENTS: Most weeks during the term, you will also be given assignments to highlight, or help you think deeply about certain topics. These assignments will require you to complete work or reading outside of class. **Your lowest score on the written assignments will be dropped from your overall grade.** More information on individual assignments will be posted on Blackboard **Late assignments will be penalized 5% per day and will not be accepted 7 days after the due date or after graded assignments have been returned (whichever comes first).**

SCIENTIFIC PAPERS:

Experiment 1 Paper: We will conduct one experiment together, and you must provide data for this experiment. **I will deduct 2% from your overall course grade if you do not contribute to data collection without a documented medical excuse** for yourself or an immediate family member.

You will write a full research report for this experiment. The report will take the form of experimental articles that we will be reading. Your report should include a cover page, Abstract, Introduction, Method, Results, Discussion, References and Figures/Tables sections, and should be typed, double-spaced, in 12-point Times New Roman or Arial font, with 1-inch margins on all sides. We will analyze the data together in class, but ***you must write your report independently.*** **All papers must be turned in through the Assignments link on Blackboard.**

Research Proposal: The second paper assignment will involve a research proposal on a topic in developmental psychology. You may work alone or in pairs for this second assignment. Your proposal will be formatted as a grant proposal and include a cover page, abstract, specific aims, literature review, method, data analytic plan, and discussion sections. As with the previous paper, your proposal should be typed, double-spaced, in 12-point Times New Roman or Arial font, with 1-inch margins on all sides.

For all papers: I am always happy to **provide feedback on drafts of papers** during scheduled appointments. **I will not edit papers over email, please don't ask!**

I take plagiarism very seriously, even during these difficult times. When you use words or ideas from another source, whether it is the article on which the paper is based, lecture, or another source, you must let me know where the words or ideas have come from. This is true even when you put the ideas in your own words. It is very important that you pay attention to this guideline and if you have any questions that you ask them. You will never get in trouble for asking a question, but you could plagiarize if you have a question about citing information that you did not ask! I take all cases of academic dishonesty very seriously and am required to report all instances of suspected academic dishonesty (including, but not limited to, plagiarism) to the Office of the Dean of Students.

UIC ACADEMIC POLICIES

Academic Integrity: I have zero tolerance for academic dishonesty. This includes, but is not limited to, plagiarism, cheating, copying, collaborating with others on individual assignments (e.g., papers), using unauthorized aids during test-taking, communicating with other students during exams, falsifying doctor's notes, or any other practice which gives you or any other student an unfair advantage in the course. I am here to help you with any questions you may have. I take all forms of academic dishonesty equally seriously and will report you to the UIC Office of the Dean of Students. If you feel that the course is moving too quickly or you have questions, please come to my drop-in hours, or email me and I will do my best to help you. Let's all respect each other and UIC enough to take this class seriously and honestly.

Students agree that by taking this course, all required papers will be subject to submission for textual similarity review for the detection of plagiarism. All submitted papers will be included as source documents in reference database solely for the purpose of detecting plagiarism of such papers.

Academic dishonesty is an offense against the University and course instructors are obligated to report an incident to the Associate Dean for Academic Affairs. Academic dishonesty includes, but is not limited to, cheating, or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests), and unauthorized changing of one's grade. Students found guilty of engaging in an act of academic dishonesty may receive a failing grade for the assignment or course. Such students may also be prohibited from holding an assistantship or leadership position within the School, and/or be barred from competing for School scholarships and other awards. The range of possible disciplinary actions flowing from an act of academic misconduct are found in the UIC Student Disciplinary Policy at: <http://dos.uic.edu/conductforstudents.shtml> Students who assist in or are complicit with cheating could also be in violation of the Policy. If you have any questions or concerns, please visit <https://dos.uic.edu/community-standards/academic-integrity/> for more information, or contact me.

Additional resources: Two excellent sources which define plagiarism and how to avoid it are located at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and <http://owl.english.purdue.edu/owl/resource/589/01/>

Students are also encouraged to consult me or your TAs on rules for proper citation.

Office of Disability Services: It is University policy to facilitate a barrier free environment so that students can fully access classes and other University activities. The Disability Resource Center provides assistance and support for students and assists with the provision of reasonable accommodations to students who have a documented disability. In order to receive accommodations, students must register with the UIC Disability Resource Center (<https://drc.uic.edu/>) and provide the course instructor with the Letter of Accommodation developed by the Disability Resource Center at the beginning of the term or as soon as feasible. I will collaborate with you and the Resource Center to implement a plan that will facilitate learning.

Religious Holidays: Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<http://www.uic.edu/depts/oea/docs/ReligiousHolidaysFY20122014.pdf>

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus.

The Writing Center offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance, or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information.

The Academic Center for Excellence can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Contact the Academic Center for Excellence at <http://studentaffairs.uic.edu/ace/> Phone: 312-413-0031 E-Mail: uicace@uic.edu

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center, www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

Tips for Success

Stay in Contact

Because we no longer have opportunities to meet in class, it is crucial we maintain contact and communicate virtually. There are several software we will use to do that, which are listed below. Please check in once a day.

You can also stay in contact with Dr. Blumenthal by booking an appointment for a virtual meeting.

Check Your Systems!

As an online class, our computers and software become that much more critical. We have a variety of software we will be using.

- **Blackboard:** All our course documents (e.g., assignments, readings) are located here, along with grades. I will send class-wide announcements through Blackboard.
- **UIC email:** Check your email daily.
- **Blackboard Collaborate Ultra and Zoom:** We will use Blackboard Collaborate Ultra for drop-in hours and Zoom for individual meetings. You can access Zoom for UIC at <https://acc.uic.edu/services/communication-collaboration/conferencing/zoom/>
- **Mobile Devices:** I strongly recommend you install Blackboard for Students, your UIC email, and Zoom on your mobile devices. I also recommend you turn on push notifications for all of them so that you get alerts, emails, and messages directly on your phone.

Treat This Like a Face-to-face Course

My best advice is to continue treating this like a face-to-face course. Schedule time weekly that is dedicated to working on PSCH321 assignments. Stick to it.

Manage Your Time

I have created a course schedule that can be done on your own time, but there are regular deadlines to ensure you stay on track. Plan ahead and allocate your time accordingly.

I recommend you have a time (e.g., calendar) and task (e.g., Todoist, personal planner) management system. Plan your schedule weekly and at the start of each day (or the night prior) to keep yourself on track!

If you're struggling with figuring out how to manage your time, book an appointment with me! I seriously nerd out over this stuff, and I would love to help you.

Take Care of Yourself

Now is a good time to begin self-care practices if you do not currently have any. Some recommendations I have include:

- Virtually chat with friends and family
- Exercise: yoga, walking, biking, etc.
- Meditate: There are a lot of great guided meditations online.
- Have a social media-free time. Limit your news exposure if needed.
- Sleep, read, take a bath, cook yourself a nice meal
- Art: coloring books, knitting, drawing, etc.
- Journal and reflect on what you are grateful for, how you are processing these changes, etc.

UIC's Office of Applied Psychological Services has a very thorough [handout with more resources \(on Blackboard\)](#). I especially want to highlight the psychological services available to you at this time:

- **Psychologists know how anxiety-producing this time can be, so some have produced podcasts about ways to manage stress and anxiety during this time.** Yale psychologist, Dr. Laurie Santos has a podcast, "The Happiness Lab," where she has two COVID-19 specific podcasts about things we can do to decrease stress and anxiety.
https://podcasts.apple.com/us/podcast/the-happiness-lab-with-dr-laurie-santos/id1474245040?fbclid=IwAR3qG8CC6H8CLLJrsHr4wgA8fYQGkLzR0lwmzEr_0HReDc1zXuYMzLBjGR0
- **Seek out professional resources, such as therapy for additional support.** A lot of therapists are transitioning to telehealth services. If you have insurance, most likely, there is an in-network provider currently accepting new clients via telehealth (phone or video chat sessions). For those without insurance, there are also resources that are sliding scale, ranging from \$20-\$60 per session.
 - Open Path <https://openpathcollective.org/client/>
 - Clear water Counseling <http://clearwatercounselingchicago.com/>
 - Better Help <https://www.betterhelp.com/>

I Expect My Students to Develop a "Growth" Mindset.

- If you are unfamiliar with the terms "fixed mindset" and "growth mindset" I highly suggest you take a few minutes to [watch Carol Dweck](#), researcher from Stanford University, highlight the huge difference a shift in your mindset can make on your success. If you receive a bad grade on assessment do you believe it is because you are just not good at this subject? Or do you see it as an indication that you need to study a bit harder in order to do well next time? This is one small example, but you can absolutely change your mindset and approach challenges and successes to benefits your learning. I believe that all students with the necessary prerequisites have the ability to be successful in this course, and that failures or challenges should be viewed as learning opportunities. As you begin this course, please consider what you need to do to develop a growth mindset, and approach all course activities and assessments accordingly.

COURSE CALENDAR

Please note that the schedule is tentative. I reserve the right to make changes. If I do need to make changes to the schedule, you will be notified of the changes on Blackboard and over email. Note that the date of assignments probably will not change.

Weekly course content will be posted on Sunday morning
Assignments are due on the following Friday night by 11:59 pm CST

Week 1: Review			
Take the ungraded pretest to determine what content to review			
Watch videos/read articles to help you review material			
What is Developmental Psychology?			
Post to the Week 1 Discussion Board			
No assignments this week. Take time to review foundational concepts using posted resources (ask for more resources/help if you need it!)			
Week 2: Ethics in Developmental Research			
Watch the videos and read articles on ethics in developmental research			
Post to the Week 2 Discussion Board			
WA1: Identifying Variables in Empirical Articles is due on Friday, January 22, 2021 by 11:59 pm CST			
Week 3: Reading Empirical Articles			
Watch the videos and read articles how to effectively read empirical articles			
Post to the Week 3 Discussion Board			
WA2: Reading Empirical Articles #1 is due on Friday, January 29, 2021 by 11:59 pm CST			
Week 4: Experiment 1 Introduction			
Participate in Experiment 1 design			
Watch the videos and read articles assigned for Experiment 1. Read the Experiment 1 instructions and grading rubric			
Post to the Week 4 Discussion Board			
Participate in Experiment 1 Design Activities			
Week 5: Revisiting Developmental Methods			
Participate in Experiment 1 data collection			
Watch the video lectures and read the assigned articles on research methods and identifying confounds			
Post to the Week 5 Discussion Board			
WA3: Identifying Confounds is due on Friday, February 12, 2021 at 11:59 pm CST			
Week 6: Writing Empirical Papers			
Watch videos on writing empirical papers and APA style			
Post to the Week 6 Discussion Board			
WA4: Motivate Paragraph is due on Friday, February 19, 2021 by 11:59 pm CST			
Week 7: Introduction to Experiment 1 Method and Data Analysis			
Watch the video lectures on analyzing and reporting our Experiment 1 data			
Post to the Week 7 Discussion Board			
WA5a: Upload Your Formatted JAMOVI Data File due on Friday, February 26, 2021 by 11:59 pm CST			

Week 8: Experiment 1 Data Analysis			
Watch the video lectures on analyzing and reporting our Experiment 1 Data			
Post to the Week 8 Discussion Board			
WA5b: Experiment 1 Method and Results Draft due on Friday, March 5, 2021 by 11:59 pm CST			
Week 9: Writing the Abstract, Introduction, and Discussion Sections			
Watch the video lecture on Writing Abstract, Introduction, and Discussion Sections			
Post to the Week 9 Discussion Board			
No Assignments Due; Work on your Experiment 1 Paper. Schedule meetings with Professor Blumenthal and your TA for feedback on your paper.			
Week 10: Finishing Up Experiment 1			
Watch the video lectures on APA Style, Experiment 1 conclusions and advice for your papers			
Post to the Week 10 Discussion Board			
Experiment 1 Paper is due on Friday, March 19, 2021 by 11:59 pm CST			
Week 11: Spring Break, No Classes			
Week 12: Introduction to the Research Proposal			
Watch the video lectures introducing you to the Research Proposal and read the experiment guidelines			
Post to the Week 12 Discussion Board			
WA6: Research Proposal Topic is due on Friday, April 2, 2021 by 11:59 pm CST			
Week 13: How to Develop a Research Idea			
Watch the video lecture on generating research ideas and read the assigned articles on assessing developmental research methods			
Post to the Week 13 Discussion Board			
WA7: Reading Empirical Articles #2 is due on Friday, April 9, 2021 by 11:59 pm CST			
Week 14: Writing Research Proposals			
Watch the video lecture on writing research proposals			
Post to the Week 14 Discussion Board			
WA8: Motivate Paragraph is due on Friday, April 16, 2021 by 11:59 pm CST			
Week 15: Writing Research Proposals Continued			
Review last week's lectures			
Post to the Week 15 Discussion Board			
No assignments due this week; work on your Research Proposal paper. Schedule meetings with Professor Blumenthal and your TA for feedback on your paper.			
Week 16: Summing Up			
Watch the "summing up" video lecture			
Post to the Week 16 Discussion Board			
Research Proposal paper is due on Friday, May 7, 2021 by 11:59 pm CST			

Additional Important Dates:

- January 22, F Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via XE Registration without receiving W (Withdrawn) grade on academic record. Last day to Web Drop courses via XE Registration and receive 100% cancellation of tuition and fees.
- March 19, F Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.
- May 3-7, M-F Final examinations.