

SYLLABUS

Psychology 464: Development Psychology Laboratory
Fall 2014
MWF 11-11:50
136 Psychology-Computer Science Building

Professor: Bradford Pillow
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Lab sections: MW 8-9:15 136 Psychology-Computer Science
MW 9:30-10:45 136 Psychology-Computer Science

In this course, students will learn about research methods in developmental psychology by conducting research, analyzing data, and critically evaluating research procedures and findings. Students will learn about procedures used to study cognitive and social development during infancy, childhood, and adolescence. The knowledge gained through this course should help students to use research findings to justify and evaluate positions on issues concerning children and families. Writing research reports based on laboratory work should increase students' ability to organize and integrate information and to express ideas clearly and effectively.

Required Readings:

Miller, S. A (2013). *Developmental Research Methods*, 4th Edition.
Articles on electronic reserve through Blackboard e-reserves link (listed below).
Additional readings for classroom discussions to be provided by the instructor.

Suggested Readings: The APA Publication Manual will be useful for writing assignments. A copy will be placed on reserve at the library. Other sources of information about APA style, such as *Mastering APA Style*, may also be helpful.

Publication Manual of the American Psychology Association, 6th Edition.
Mastering APA Style: Student's Workbook and Training Guide.

Class Schedule and Reading Assignments

<u>Week</u>	<u>Topic</u>	<u>Reading Assignment</u>
August 25-29	Elements of Research Observational & Experimental Methods	Miller Chapters 1 & 2
September 1-5	<i>Labor Day September 1</i> Childhood Play	Miller Chapters 3 & 4 Rubin et al. (1978)

September 8-12	Gender Segregation & Stereotypes	Miller Chapter 5 Moller & Serbin (1996) Powlishta (1995) Heyman & Legare (2004)
September 15-19	Social Categories and Prejudice Research Report 1 Due September 19	Miller Chapter 10 Dunham et al. (2006) Bigler et al. (1997)
September 22-26	Exam 1 September 22 Statistics and Interpreting Results	Miller Chapter 9
September 29-Oct.3	Individual Differences and Group Differences	Miller Chapter 11
October 6-10	Preparation for Study 3	
October 13-17	Parent-Child Relationships	Miller Chapter 6 Chao (1994) Rudy & Grusec (2006)
October 20-24	Self-regulation and social relationships Research Report 2 Due October 20	Miller Chapter 14 Casey & Caudle (2013) Rubin et al (1995)
October 27-31	Infant Perception and Cognition	Miller Chapter 12 Baillargeon (2004)
November 3-7	Cognitive Development during Childhood Exam 2 November 3	Miller Chapter 13 Flavell et al. (2002)
November 10-14	Numerical Concepts & Counting	Sarnecka & Carey (2008) Miller Chapter 7
November 17-21	Social Understanding	Peterson & Siegal (1999) Hughes & Russell (1993) Woodward (2009)
November 24-28	Intervention Studies Research Report 3 Due November 24 <i>Thanksgiving November 26-28</i>	Miller Chapter 8 Fisch, Truglio, & Cole (1999) Ramey et al (1985)
December 1-5	Conclusion	

Final Exam Monday December 8, 10 a.m.

EXAMS. There will be three exams. The first exam will be given in lecture on September 22. It will cover readings, lecture, and laboratory material through September 19. The second exam will be on November 3. It will cover material from September 24 through October 31. The final exam will be given on December 8 at 10 a.m. The final will be comprehensive, but will emphasize material from the last section of the course. All three exams will consist of essay, short-answer, and multiple choice questions.

- **Students are expected to take the exams at the scheduled times.**
- **Make-up exams will not be given except in cases of serious illness or emergency.**
- **All three exams must be completed in order to receive a passing grade in the course.**
- **Failure to complete one or more of the exams will result in a failing grade.**

RESEARCH AND WRITING PROJECTS. Students will complete three writing assignments based on class projects: two brief research reports and one full-length research report. Please note the following:

- **Papers must be turned in at lecture at the beginning of the class period.**
- **Late papers will be penalized: Ten percent of the possible points will be deducted for each day the paper is late.**
- **Plagiarism will be severely penalized.**
- **All three of the writing assignments must be completed in order to receive a passing grade in the course.**
- **Failure to complete one or more of the assigned papers will result in a failing grade.**

CLASS DISCUSSIONS. There will be 4 class discussions during lecture time. Topics and dates will be announced in advance. Attendance and participation in class discussions will be worth a total of 40 points.

ATTENDANCE AND PARTICIPATION IN LAB ACTIVITIES. Attendance in class is important and expected. Attendance and participation in laboratory activities and data collection is absolutely mandatory. Students will receive points for participating in laboratory activities such as practicing for and collecting data. *Absence during data collection or data analysis for a study will result in a penalty of 10% of the available points for the paper based on that study.*

LABORATORY ACTIVITIES. The following activities will be completed during the laboratory meetings. Instructions and scheduling will be provided in lab.

Literature searches using electronic databases.

Citing and listing references in APA style.

Infant search discussion.

Children's number books discussion.

Children's television/video game program analysis.

Early childhood play observation:

Preparation and practice

Data analysis

Gender stereotype study:

Preparation and practice

Data analysis

Additional activities also may be assigned during laboratory meetings.

READING ASSIGNMENTS. All reading assignments must be completed during the week that they are assigned. Both the assigned articles and the textbook chapters will be covered on exams. In addition, assigned readings may be pertinent to class discussions, lectures, and writing assignments.

GRADES. Grades will be based on total points accumulated on exams, papers, and lab activities:

Exam 1	100 points
Exam 2	100 points
Final Exam	120 points
Research Report 1	40 points
Research Report 2	80 points
Research Report 3	120 points
Participation in Lab Activities	100 points
Participation in Class Discussions	40 points
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Total	700 points

Course grades will be based on total points according to the following scale: A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C+ 77-79%, C 70-76%, D 60-69%, F 0-59.

ARTICLES. Copies of the following articles are on electronic reserve:

Baillargeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*, 13, 89-94.

Bigler, R.S., Jones, L.C., & Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. *Child Development*, 68, 530-543.

Casey, B. J., & Caudle, K. (2013). The teenage brain: Self control. *Current Directions in Psychological Science*, 22, 82-87.

Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development*, 65, 1111-1119. Retrieved from EBSCO December 10, 2010

Dunham, Y., Baron, A. S., & Banaji, M. R. (2006). From American city to Japanese village: A cross-cultural study of implicit race attitudes. *Child Development*, 77, 1268-1281. Retrieved from JSTOR December 10, 2007.

Fisch, S. M., Truglio, R. T., & Cole, C. F. (1999). The impact of Sesame Street on preschool children: A review and synthesis of 30 years' research. *Media Psychology*, 1, 165-190.

Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive Development*, 4th Edition. Upper Saddle River, NJ: Prentice-Hall. Pp. 124-135.

Heyman, G. D., & Legare, C. H. (2004). Children's beliefs about gender differences in the academic and social domains. *Sex Roles*, 50, 227-239.

Hughes, C., & Russell, J. (1993). Autistic children's difficulty with mental disengagement from an object: Its

implications for theories of autism. *Developmental Psychology*, 29, 498-510.

- Moller, L. C., & Serbin, L. A. (1996). Antecedents of toddler gender segregation: Cognitive consonance, gender-typed toy preferences and behavioral compatibility. *Sex Roles*, 35, 445-460.
- Peterson, C. C., & Siegal, M. (1999). Representing inner worlds: Theory of mind in autistic, deaf, and normal hearing children. *Psychological Science*, 10, 126-129.
- Powlishta, K. K. (1995). Gender bias in children's perception of personality traits. *Sex Roles*, 32, 17-28.
- Ramey, C. L., Bryant, D. M., Sparling, J. J., & Wasik, B. H. (1985). Project CARE: A comparison of two early intervention strategies to prevent retarded development. *Topics in early childhood special education*, 5, 12-25.
- Rubin, K. H., Watson, K. S., & Jambor, T. W. (1978). Free-play behaviors in preschool and kindergarten children. *Child Development*, 49, 534-536.
- Rubin, K. H., Coplan, R. J., Fox, N. A., & Calkins, S. D. (1995). Emotionality, emotion regulation, and preschoolers' social adaptation. *Development and Psychopathology*, 7, 49-62. Received from NIULLiad June 26, 2012.
- Rudy, D., & Grusec, J. E. (2006). Authoritarian parenting in individualist and collectivist groups: Associations with maternal emotion and cognition and children's self-esteem. *Journal of Family Psychology*, 20, 68-78.
- Sarnecka, B. W., & Carey, S. (2008). How counting represents number: What children must learn and when they learn it. *Cognition*, 108, 662-774. Retrieved from EBSCO November, 20, 2008.
- Woodward, A. L. (2009). Infants' grasp of others' intentions. *Current Directions in Psychological Science*, 18, 53-57. Retrieved from EBSCO December 31, 2009.

Students with Disabilities:

Northern Illinois University is committed to providing an accessible educational environment in collaboration with the Disability Resource Center (DRC). Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 (V) or drc@niu.edu.

Academic Integrity:

Please note Northern Illinois University's policy regarding academic integrity:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A tutorial regarding academic integrity is available at: www.niu.edu/ai/students/