

Developmental Research PSY 713 Fall 2016

Overview: Developmental psychologists examine psychological traits, tendencies, and abilities as they change over time, and their methods, designs, and analyses must capture that change while catering to the specific capacities of different age groups. The primary goal of this course is for students to become familiar with the most common methods and designs used to study development, including their history, strengths and weaknesses, and appropriate interpretation of outcomes. A secondary goal is to introduce students to various statistical approaches for analyzing change. Students should come away from the course with a better grasp of which methods, designs, and analyses are most appropriate for answering specific empirical questions.

Learning Objectives:

1. Students will apply general principles of developmental research to design studies of different age groups.
2. Students will better understand ethical considerations to enhance the quality of developmental research.
3. Students will compare and apply developmental methods to examine changes in development.
4. Students will describe and apply developmental analytical approaches to examine changes in development.
5. Students will effectively convey knowledge and ideas in verbal and written format to enhance developmental research.

Course Requirements:

Thought Essays and Participation: 45% (27.5% from thought essays and 17.5% from class participation)

This class will revolve around critical discussion of readings, so your active and thoughtful participation in each discussion is essential. To prepare, please do all the readings for classes 2-14 and **submit a thought essay by 10:00 a.m. on the day of class** via the Assignments page on WebCampus and email to the person presenting (if relevant). Thought essays should be approximately ½ to 1 page and should contain any thoughts, responses, or criticisms you have about the readings. The quality of these essays and your individual contribution to discussion will make up this portion of your grade. Unexcused absences will affect your participation grade.

You do not need to submit a thought essay on the weeks you do a presentation.

Presentations: 30%

During most weeks, one student will lead our discussion. As discussion leader, you will find and present at least two examples of the topic of focus that week. For example, during the week that covers eye tracking & psychophysiological paradigms, you would provide two example of (preferably current) studies that each use one of the two methods. Alternatively, if you are using a particular method in your own research, you may present that research as one of the examples. Each student will lead two discussions, with each discussion contributing toward 15% of your grade.

Paper: 25%

Before 11:59 p.m. on 12/13/16, please will turn in a final paper (12-15 pages) in which you propose a developmental research project. A substantial portion (roughly half) of the paper should draw on readings and discussions from class to describe and justify the chosen method, design, and analysis. In this section, you will contrast your choices with alternative methods, designs, and analyses, critically evaluate the strengths and weaknesses, and provide a justification for the use of your choices. You are encouraged to make your own research interests the focus of the paper. See rubric for full details.

Late Assignments: Thought essays and final papers submitted late will receive a 10% penalty for each 24-period past the due date and time.

Course Web Site:

Course documents and other class information will be posted on WebCampus, which can be accessed at <http://webcampus.nevada.edu>, so log in regularly for updates. You should also email me using WebCampus and submit thought essays and the paper via the Assignments page.

University Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. *It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.* For additional information, please visit:
<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Schedule of Topics

	Presenter	Topic
Class 1 9/1	--	Introduction to Developmental Research
Class 2 9/8	--	General Principles of Research & Collection of Developmental Data
Class 3 9/15	Jen	Ethics
Class 4 9/22	Kirsty	Familiarity & Novelty Preferences
Class 5 9/29	Kindy	Violation of Expectation Paradigms
Class 6 10/6	Joanne	Operant Conditioning & Intermodal Matching Paradigms
Class 7 10/13	Lenna	Eye-Tracking & Psychophysiological Approaches
Class 8 10/20	Sarah	Functional Imaging (fMRI), Electroencephalography (EEG), & Near-Infrared Spectroscopy (NIRS)
Class 9 10/27	Joanne	Dynamic Systems & Connectionist Approaches
Class 10 11/3	Jen	Individual & Group Differences & Genetic/Environmental Contributions
Class 11 11/10	Kindy	Qualitative Methods & Electronic Data Collection
Class 12 11/17	Kirsty	Longitudinal & Cross-Sectional Designs
No Class 11/24	--	HAPPY THANKSGIVING!
Class 13 12/1	Sarah	Microgenetic Approaches
Class 14 12/8	Lenna	Quasi-Experimental Approaches