

Developmental Research Methods *(revised 1/25/08)*
Hum Dev 351-Interdisciplinary Topics in Human Development
Course ID #4063
Spring 2008

Instructor: Denise Bartell
Office: MAC C317
Phone: 465-5041
E-mail: bartelld@uwgb.edu
Office Hours: TTh 11:00 a.m. – 1:00 p.m.
W 12:30 - 2:30 p.m.
Additional hours available by appointment
Class Meetings: M W 3:30-4:45 p.m.
MAC 120
T.A.'s: Heather Kollross
Matthew Micolichek
T.A. Office hours: Heather – M 4:45 – 5:45; F 1-2
Matt – T Th 3:30-4:30
(All office hours in MAC 120X)
Prerequisites: Hum Dev 210
Recommended: Junior standing
Required Readings: available on E-Reserve

OVERVIEW OF THE COURSE

Course Description

This course is a survey of quantitative and qualitative research methods used by contemporary developmental researchers. The research methods used to investigate developmental phenomena have to take into consideration issues that are unique in the social sciences. For example, developmentalists frequently have to study dyadic interactions, rapidly changing organisms and the contexts in which development occurs. Some of the topics to be included are:

- ◆ The role of research in understanding human development.
- ◆ The ethics of conducting research with human subjects and children and adolescents in particular.

- ◆ Methods of data collection.
- ◆ Design issues particular to development, including using cross-sectional and longitudinal designs to assess change.
- ◆ Experimental versus correlational research.
- ◆ Why developmental research truly is interdisciplinary.

Each of the above topics will be exemplified by contemporary research from each of the phases of the lifespan.

Course Objectives: Upon completion of this course students should be able to:

- ◆ Identify the unique features of conducting research that is truly developmental.
- ◆ Recognize the different research methods used to investigate developmental questions.
- ◆ Determine appropriate research designs to study human development.
- ◆ Be comfortable using APA style.
- ◆ Write an Institutional Review Board Proposal.
- ◆ Design and execute a small-scale research project.

COURSE REQUIREMENTS

Class Activities/Participation/Attendance

You are expected to complete all assigned readings **prior to** the day they are covered in class.

You are expected to **ATTEND EVERY CLASS**, to come to class prepared to discuss the material you have read and to participate fully in all class activities and discussions. Student participation in class is essential in order for us to fulfill the objectives of the course, and, as such, I ask that each student participate in our large class discussions at least once each class.

Facilitating Article Discussion

You will each be required to lead a class discussion on one of the **empirical articles** from the course readings (see below for assignments). You must turn in a typed copy of your plan for class discussion, including a list of discussion questions and your notes on the article, on the day of the discussion.

Your grade on this assignment will be based on the quality of your discussion plan and on your ability to effectively facilitate a class discussion.

Article	Names	Due Date
Werker & Tees (1984)	Bar, Dill	2/13
Evans et al. (2005)	Kraft, Newton	2/27
Shaw, Krause, Catters, Connell & Ingersoll-Dayton (2004)	Meyer, Schabel	3/5

Bering & Bjorklund (2004)	Dehling, Unti	3/12
Orbuch, Veroff & Homberg (1993)	Gleeson, Roets	3/26
Huesmann, Moise-Titus, Podolski & Eron (2003)	Husen, Lenz	4/2
Alfieri, Ruble & Higgins (1996)	Andrews, Everson	4/9
Sprecher (1999)	Hubbell, Loritz, Vieaux	4/16
Chesla, Martinson & Muwaswes (1994)	Gates, Monfils	4/23

Responses to Process Questions for Weekly Article

Approximately every Wednesday, after we discuss the empirical article for the week, you will be asked to complete a brief (5-7 minute) response to a question about some aspect of the methods discussed in the article. These questions will require critical thought on your part, as well as a strong knowledge of the course material covered thus far in class. Therefore, it is very important that you prepare well for these questions in order to effectively complete them.

There will be a total of 9 process question, each worth 3 points, and your grade will be calculated using your highest 8 question scores. You will be graded on a scale of 0-3 for these questions, where 3 = excellent, 2 = good, 1 = not adequate, 0 = not completed.

Quizzes

A brief quiz will be held at the beginning of each Monday class. The quiz will cover the **methodological, instructional readings** for that week of class. There will be a total of 12 quizzes given, each quiz will be worth 5 points, and your grade will be calculated using your highest 10 quiz scores.

Group Research Project

You are also required to complete a group research project over the course of the semester. Part of your grade will be determined by summaries of articles for the literature review, an outline for the research project, an IRB protocol, and a first draft of your method and results section. Guidelines will be forthcoming. Although much of the work on this project is group work, final individual grades on the project will be weighted using information from self and peer evaluations of the quality of each individual's work on the project over the course of the semester.

Note: All late work will be penalized 1 letter grade for each day late unless you notify me and receive an extension **BEFORE the work is due.**

GRADING SCHEME

Attendance	/ 15 points
Facilitating Article Discussion	/ 10 points
Responses to Process Questions (8 @ 3 points each (drop lowest grade) + 1 point for completing all 9 responses)	/ 25 points total
Quizzes (10 @ 5 points each)	/ 50 points total
Group Research Project	/ 100 points total
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TOTAL	/ 200 points

Final grades will be assigned using the following scale:

A	183-200 points (91.5-100%)
AB	175-182 points (87.5-91.4%)
B	163-174 points (81.5-87.4%)
BC	155-162 points (77.5-81.4%)
C	143-154 points (71.5-77.4%)
CD	135-142 points (67.5-71.4%)
D	119-134 points (59.5-67.4%)
F	≤ 118 points (59.4% or less)

Classroom Etiquette

Please turn off all cell phones and pagers prior to the beginning of class, and store them off your desks.

Please do not talk to your neighbors during lectures or when other students are talking. It is distracting and also impolite.

Please limit coming in late and leaving class early. Not only do these things limit your ability to perform successfully in the class, but they are also distracting to fellow classmates and to your professor.

If you miss a class, it is your responsibility to get copies of them from a classmate. Please **DO NOT** ask me or your TA's for a copy of the notes; we will not provide them.

DO NOT pack up your things before the end of class. Doing so is not only distracting and disrespectful to your professor, but it will cause you to miss what goes on during the last few minutes of class, which is often when the most critical information is presented. We will be working until the end of class every day, but I will make sure to end on time :>)

I expect that you will be respectful, at all times, of the contributions of fellow students. Although it is perfectly acceptable to hold different viewpoints, we want to create an atmosphere where everyone feels comfortable sharing their ideas.

Disability Policy

Every reasonable effort will be made to accommodate students with disabilities in this class, and any student with a documented disability that requires accommodation should contact the Disability Services Office at 465-2841. If you have any questions about disability services you can contact the Coordinator of Disability Services at 465-2849.

COURSE CALENDAR	
Week of:	Topic and Readings
1/22	Introduction to the Course
1/28	The Nature of Developmental Research Theory and Research (how to read and interpret research, how to use theory to guide research) Text: Chapter 1 Reading (1/30): Dennett, 2005 (handed out in class)
2/4	Conducting Developmental Research (sampling, ethical concerns) Text: Chapter 2 Abstracts Due M 2/4!
2/11	Measurement (levels of measurement, scales and indices, conceptualization and operationalization of constructs) Text: Chapter 3 Reading (2/13): Werker & Tees (1984)

2/18	<p>Research Design (cross-sectional, longitudinal, sequential) Individuals vs. Relationships As the Unit of Analysis</p> <p>Text: Chapter 4</p> <p>Article Summaries Due M 2/18!</p>
2/25	<p>Correlational and Experimental Methods</p> <p>Text: Chapter 5 Reading (2/27): Evans, Gonella, Marcynyszyn, Gentile & Salpekar (2005)</p> <p>Research Project Outline Due W 2/27!</p> <p>Begin work on measure development</p>
3/3	<p>Observational Methods</p> <p>Text: Chapter 6 Reading (3/5): Shaw, Krause, Catters, Connell & Ingersoll-Dayton (2004)</p> <p>Draft of measures Due W 3/5!</p>
3/10	<p>Survey Research</p> <p>Text: Chapter 7 Reading (3/12): Bering & Bjorklund (2004)</p> <p>Ethics Training Certificates Due M 3/10!</p> <p>Begin data collection</p>
3/24	<p>Qualitative vs. Quantitative Research (including coding and analysis)</p> <p>Reading: Strauss & Corbin (1990); Reading (3/26): Orbuch, Veroff & Homberg (1993)</p> <p>Data collection must be <u>completed</u> by noon on W 3/26!</p>
3/31	<p>Data Entry</p> <p>Text: Chapter 8 Reading (4/2): Huesmann, Moise-Titus, Podolski & Eron (2003)</p> <p>Completed data entry file must be emailed to Dr. Bartell by noon on F 4/4!</p>

4/7	Data Analysis and Interpretation Text: Chapter 9 Reading (4/9): Alfieri, Ruble & Higgins (1996) Draft of Lit Review and Method Due W 4/9!
4/14	Data Analysis and Interpretation (Cont'd) Text: Chapter 10 Reading (4/16): Sprecher (1999)
4/21	Writing in Developmental Research Text: Chapter 11 Reading: Bem (2004) Reading (4/23): Chesla, Martinson & Muwaswes (1994)
4/28	Generalizability Text: Chapter 12 Draft of Results Due W 4/30!
5/5	Work on Poster presentations
5/12	Final Posters Due & Poster Session!

Note: This calendar serves as a guide for the course and is subject to change, with student notification, to meet the needs of the course.