

Developmental Research Methods

Hum Dev 302 – 2 (SIS#: 3198) & Lab (#: 3685)

Spring 2012

T, R 9:30AM – 10:50AM in **WH 215** & Lab R 8:25AM – 9:20AM in **WH 327**

PROFESSOR:

Dr. Melissa P. Schnurr

Office location: MAC C321

E-mail: schnurrm@uwgb.edu (best way to reach me)

Office phone: 465-2711

Office hours: Monday 12 – 3PM; Wednesday 8:30 – 11:30AM; by appointment

COURSE DESCRIPTION:

This course provides an overview of the diverse set of methods used to scientifically examine phenomena in the interdisciplinary field of human development. We will explore developmental research conducted on individuals throughout the lifespan as well as on close relationships, and examine research conducted by psychologists, sociologists, anthropologists and relational scientists, among others. We will examine a set of commonly-used methods in this work, including self-report, observational, and evaluation research, and examine both quantitative and qualitative methodology. And we will do all of this by examining real-life contemporary developmental research, as well as by working with these methods ourselves in class.

LEARNING OUTCOMES: Upon completion of this course, you should:

1. Understand the basic aspects of developmental research, including sampling, ethics, design, method, analyses and the dissemination of findings
2. Understand the peer-review process involved in the scholarly publication and presentation of research
3. Be able to read and comprehend scholarly research articles in the developmental sciences
4. Have a comprehensive understanding of the diverse and interdisciplinary nature of developmental research.

This includes:

- a. An understanding of the diverse types of methods used in developmental research (e.g., self-report, observational)
- b. An understanding of the different research designs that can be used to examine development (e.g., cross-sectional, longitudinal, sequential)
- c. An understanding of the different disciplines in which developmental research is conducted (e.g., anthropology, psychology, relationship science), and the common methods of inquiry for each.

This course is also designed to address each of the five Departmental Learning Outcomes (See: <http://www.uwgb.edu/humdev/about/outcomes.asp>)

READINGS:

Available on D2L.

CLICKER:

Rent your clicker at the library (if you use clickers in other courses this semester, you only need ONE clicker). Rental cost is \$10. If you have problems with your clicker, visit the Learning Technology Center – IS 1144.

COURSE FORMAT:

Course content will be presented with a variety of approaches including lecture, class discussion, audio/visual presentations, and group activities. Appropriate readings and activities along with subtopics to be discussed are all listed by date in the syllabus. Exam dates and due dates for homework assignments are noted in the syllabus as well. Readings and announcements will be posted on D2L. Several assignments will be turned in via D2L.

COURSE REQUIREMENTS (500 points total):

(1) **Readings** (Course readings are located on the D2L page for the course.)

The best way to learn about developmental methods is to **read developmental research**. Therefore, most of your reading assignments in this course will be primary scholarly sources that reflect a diverse set of methods used in developmental research. The purpose of these readings are to allow us to: (1) examine and critically evaluate the methods that the authors used to conduct their research, (2) increase our knowledge about the diverse array of topics studied and methods used in developmental science, and (3) improve our ability to read and comprehend information presented in peer-reviewed scholarly sources in the developmental sciences.

I expect for you to have **read each reading, multiple times**, to prepare for class. These readings are the basis of our class work, and as such it is **essential to your success in the class that you put adequate time and effort into completing them**. I expect each of you to come to class on the week a reading is due: (1) **with a paper copy of the reading**, and (2) **knowing the content well and being prepared to discuss all aspects of it, and to use the information in class work**.

NOTE: If at any point during the semester it becomes clear that students are not completing the reading, or do not know the content of the reading well enough to contribute to class discussion and activities, I will not hesitate to institute a set of **pop quizzes** to ensure that students complete this work.

(2) **Individual Reading Assignments** (50 points/10 percent)

In order to assist you in organizing your reading, you will respond to a set of questions for most reading assignments (see designations in course calendar for when these assignments are due). These questions are posted under 'Content' on D2L. Responses should be **submitted via the D2L dropbox before Tuesday's lecture each week that a reading is due**. **Random questions will be graded** and points will be deducted if answers are incorrect or lack effort.

You will complete 7 sets of questions over the course of the semester, and each will be worth 6 points. In addition, you will get reading assignment credit for completing the Ethics Training Tutorial due early in the semester. If you complete all 8 assignments you will receive an extra 2 points for this work – for a total of 50 points.

(3) **Lab Assignments** (50 points/10 percent)

Over the course of the semester, five lab assignments will be given. The purpose of these assignments is to provide students with hands-on experience with a variety of research methods. Each assignment is worth 10 points.

(4) **Exams** (200 points/40 percent)

Two exams (100 pts. each) will be given as listed on the course calendar. Exams will include multiple choice and short answer/essay questions. The final exam will consist of both non-cumulative AND cumulative sections. All information discussed in lectures, class discussions, readings, and any other material presented in class is fair game for the exams. Please be **on time** for the exams. If a student must miss an exam due to a University function, notice must be given to the Professor **prior** to the exam date. If no prior notice is given, a **make-up essay exam will be administered during finals week**. The use of ANY mobile electronic devices during exams is PROHIBITED (e.g. cell/smart phones, calculators, MP3 players, etc.). Additional details about exams will be provided during class.

(5) **Research Proposal** (150 points/30 percent)

You will be required to complete, working in a small group, a proposal for a developmental research project over the course of the semester. 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. All proposal-related assignments will be **turned in via your group discussion board on D2L** (unless otherwise noted).

(6) **Class Activities/Participation/Attendance** (50 points/10 percent)

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. You will be asked to complete a variety of activities in class over the course of the semester for course credit (7 @ 5 points each = 35 points). In addition, student participation (15 points) 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** as well as participate in **clicker surveys** each class.

SUMMARY OF EVALUATIONS:

Individual Reading Assignments (see course calendar for due dates)	50 points possible
Lab Assignments (see course calendar for due dates)	50 points possible
Exam I – March 1	100 points possible
Research Proposal – May 4	150 points possible
Exam II – Thursday, May 10 @ 8AM	100 points possible
Class activities/participation/attendance	50 points possible
TOTAL POINTS POSSIBLE	500

GRADING SCALE:

A: 92.5% +	C: 72.5 – 77.4%
AB: 87.5 – 92.4%	CD: 67.5 – 72.4%
B: 82.5 – 87.4%	D: 59.5 – 67.4%
BC: 77.5 – 82.4%	F: 0 – 59.4%

COURSE POLICIES:**ACADEMIC HONESTY**

Students are expected to complete their own work. Cheating and plagiarism **will not be tolerated** on exams or any assignments, and will be directly confronted and handled according to the procedures defined in the UWGB student handbook (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf).

LATE ASSIGNMENTS

Late assignments will be penalized one letter grade per day late (Example: A would become a B within the first 24 hours late, A would become a C between 24-48 hours late, etc.). Late assignments will not be accepted after 4 days late. In the event of a documented emergency or University function, assignments will be accepted without penalty as long as the Professor was notified BEFORE the assignment due date.

ATTENDANCE

Attendance is expected (see page 2 of syllabus for more details). If students have to miss class, ask a reliable classmate for the notes, not the Professor. Students are responsible for ALL material and assignments presented in class, as well as in the readings.

ACCOMMODATIONS

If you need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 920-465-2841 in room 1700, Student Services Building, or contact the office using the online contact form at: <http://www.uwgb.edu/ds/contact/index.asp> for information regarding available options. Reasonable accommodations can be made unless they alter the essential components of the class.

EVALUTATION CONCERNS

If a student feels that he/she has been evaluated unfairly or inaccurately, the student should provide the Professor with a written argument addressing why the evaluation was unfair or inaccurate in order to address the concern within 48 hours of the grade being posted. The written argument should be based on facts and be sent via e-mail. Where applicable, the student should also attach the document with the portions that he/she feels was graded unfairly or inaccurately highlighted. For example, if the Professor took points off of a paper for omitting a requirement, the student should highlight the portion of the paper that contains the requirement and attach it to the e-mail that describes the concern.

TENTATIVE* COURSE CALENDAR

Week:	Topics/Assignments
1 1/24 (T)	<p>What is research? What makes research developmental?</p> <p><u>LAB</u>: How to read a research article</p> <p>**Reading assignment (in lab):</p> <p>Melander, L. A. (2010). College students' perceptions of intimate partner cyber harassment. <i>Cyberpsychology, Behavior, and Social Networking</i>, 13(3), 263-268. doi:10.1089=cyber.2009.0221</p> <p>**Reading assignment completed/due in lab</p>
2 1/31 (T)	<p>Ethics & Literature Search</p> <p>**NO Reading assignment due T (1/31), instead complete:</p> <p>Ethics training: see "Ethics Training Assignment" on D2L – certificate due 2/14 in LECTURE</p> <p><u>LAB</u>: Literature search and brainstorm proposal topic (in proposal groups)</p>
3 2/7 (T)	<p>Intro to Qualitative and Quantitative Methods</p> <p>**Reading assignment due T (2/7):</p> <p>Bogle, K.A. (2008). <i>Hooking Up: Sex, Dating and Relationships on Campus</i>. New York: New York University Press. – Introduction and Chapter 3</p> <p>Gute, G. & Eshbaugh, E.M. (2008). Personality as a Predictor of Hooking Up Among College Students. <i>Journal of Community Health Nursing</i>, 25, 26-43.</p> <p>**Individual Reading Assignment due T (2/7) via D2L dropbox by lecture time: See D2L for questions</p> <p>Assignment due: Proposal topic due on group discussion board by lecture time on T 2/7!</p> <p><u>LAB</u>: Design a qualitative and quantitative study on same topic (your proposal topic) and evaluate strengths/weaknesses of each (due in lab)</p>
4 2/14 (T)	<p>Research 101: The Basics</p> <p><u>LAB</u>: Working day (Annotated bibliography of at least 5 of 15 articles due by end of lab)</p> <p>Assignment due: IRB ethics training (certificate turned in during lecture on TUESDAY 2/14)</p>
5 2/21 (T)	<p>Survey of Methods: Mixed Methods & Ecological Framework</p> <p>**Reading assignment due T (2/21):</p> <p>Roisman, G. I., Collins, W. A., Sroufe, L. A., & Egeland, B. (2005). Predictors of young adults' representations of and behavior in their current romantic relationship: Prospective tests of the prototype hypothesis. <i>Attachment & Human Development</i>, 7(2), 105-121. doi:10.1080/14616730500134928</p> <p>**Individual Reading Assignment due T (2/21) via D2L dropbox by lecture time: See D2L for questions</p> <p>Assignment due: Annotated bibliography of 15 articles due TUESDAY (2/21) on group discussion board by lecture time</p> <p><u>LAB</u>: Discuss outline; Begin working on Introduction outline</p>
6 2/28 (T)	<p>Midterm Review and Exam (NO LAB!)</p> <p>Midterm Exam On Thursday, March 1!</p>

7 3/6 (T)	<p>Survey of Methods: Historical Research</p> <p>**Reading assignment due T (3/6): Brumberg, J.J. (1997). <i>The Body Project: An Intimate History of American Girls</i>. New York: Random House. – Introduction and Chapter 4</p> <p>**Individual Reading Assignment due T (3/6) via D2L dropbox by lecture time: See D2L for questions</p> <p>LAB: Working day (Outline introduction and methods sections due Tuesday, 3/20 on group discussion board by lecture time)</p>
3/13	<p>SPRING BREAK</p>
8 3/20 (T)	<p>Survey of Methods: Ethnography & Field Methods</p> <p>Reading assignment due T (3/20): Qin, D.B. (2006). “Our child doesn’t talk to us anymore”: Alienation in immigrant Chinese families. <i>Anthropology and Education Quarterly</i>, 37(2), 162-179.</p> <p>**Individual Reading Assignment due T (3/20) via D2L dropbox by lecture time: See D2L for questions</p> <p>Assignment due: Outline of introduction and methods sections due TUESDAY (3/20) on group discussion board by lecture time</p> <p>LAB: NO LAB, instead do your own ‘ethnography’ (Instructions posted on D2L; Due Tuesday, 3/27 IN LECTURE)</p>
9 3/27 (T)	<p>Survey of Methods: Narrative Interview</p> <p>**Reading assignment due T (3/27): Johnson-Bailey, J. (2000). Cathy: The wrong side of the tank. In S. B. Merriam and Associates (Eds.) <i>Qualitative Research in Practice: Examples for Discussion and Analysis</i> (pp. 314-326). San Francisco: Jossey-Bass.</p> <p>**Individual Reading Assignment due T (3/27) via D2L dropbox by lecture time: See D2L for questions</p> <p>LAB: Narrative interview activity (due in lab)</p>
10 4/2 (T)	<p>Survey of Methods: Lab Observation</p> <p>**Reading assignment due T (4/2): Laible, D. & Song, J. (2006). Constructing emotional and relational understanding: The role of affect and mother-child discourse. <i>Merrill-Palmer Quarterly</i>, 52(1), 44-69.</p> <p>**Individual Reading Assignment due T (4/2) via D2L dropbox by lecture time: See D2L for questions</p> <p>LAB: Behavior coding activity (due in lab)</p>
11 4/10 (T)	<p>Survey of Methods: Self-Report Methods</p> <p>**Reading assignment due T (4/10): Schnurr, M. P., & Lohman, B. J. (2008). How much does school matter? An examination of adolescent dating violence perpetration. <i>Journal of Youth and Adolescence, Special Issue on Aggression in Romantic Relationships</i>, 37, 266-283.</p> <p>**Individual Reading Assignment due T (4/10) via D2L dropbox by lecture time: See D2L for questions</p> <p>LAB: Use SPSS to analyze survey data (due in lab)</p>

12 4/17 (T)	<p>Proposal Review & Editing</p> <p>Assignment due: Introduction section draft due in TUESDAY LECTURE (for peer-review)</p> <p><u>TUESDAY LECTURE:</u> Peer-review introduction section/begin editing</p> <p>Assignment due: Method section draft due in THURSDAY LAB (for peer-review)</p> <p><u>THURSDAY LAB/LECTURE:</u> Peer-review method section/begin editing</p>
13 4/24 (T)	<p>Survey of Methods: Applied Research</p> <p>**Reading assignment due T (4/24):</p> <p>DeLara, E. W. (2008). Bullying and aggression on the school bus: School bus drivers' observations and suggestions. <i>Journal of School Violence</i>, 7, 48-70.</p> <p>**No Individual Reading Assignment due, but still need to read the article before Tuesday lecture!!</p> <p><u>LAB:</u> Work on presentations</p>
14 5/1 (T)	<p>Group presentations this week</p> <p><u>LAB:</u> Review for final</p> <p>Final Proposals DUE by 11:55PM on Friday, May 4 (post on group discussion board)!</p> <p>Self and Peer Evaluations DUE by 11:55PM on Friday, May 4 (via dropbox)!</p>
Final Exam: Thursday, May 10 @ 8AM	

***Note:** Although rare, the dates and topics listed above may be subject to change during the semester.