

Hum Dev 302-Developmental Research Methods – Spring 2012

Section 1 - Course ID # 3686/3687

Section 2 – Course ID # 3688/3689

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Office Hours:	M 1-3; TR 11-1 Additional hours available by appointment
Class Meetings:	Section 1: lecture TR 2-3:20; lab T 5-5:55 Section 2: lecture TR 3:30-4:50; lab R 5-5:55 CL 109B
Prerequisites:	Hum Dev 210; Comm Sci 205 or Math 260
Course Readings:	Available on D2L

OVERVIEW OF THE COURSE

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.

Course Objectives

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
5. Be able to write a developmental research proposal that incorporates an interdisciplinary perspective and mixed methods - including reviewing relevant literature across disciplines, developing research questions or objectives and identifying and/or developing appropriate methods with which to gather data.

COURSE REQUIREMENTS

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 empirical sources that reflect the 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 have taken pains to limit the amount of reading in the course to that which I believe is essential to learning the content. As a result, the volume of reading for this course is probably less than that for your typical upper-level course in the major. I have done this because 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.**

You should expect that each reading will take you **4-5 hours to complete** well, and this includes **multiple readings** – with the first a quick reading to get the main objectives and basic methodology of the article, the second to read each section in detail, and the third to review the content carefully in order to answer the Reading Response Questions. You should focus on the objectives, rationale, methodology and overall quality of the writing for each study, as this is what we will focus on in class. Specific findings will only be discussed as they relate to our analysis of the methods used in the study.

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**. Since there is no text for the class, your cost for readings in this class will be significantly less than the average text costs for a class, and so I expect all students to print out copies of each reading.

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.

Reading Responses

In order to assist you in organizing your reading, you will respond to a set of questions for our reading assignments (see course calendar for due dates). These questions will be posted to D2L at least one week before each reading is due. I will ask you to **type up your responses** to these questions, and **submit a paper copy in class** when each reading is due.

You will complete 7 of 8 possible responses, which means that you can skip one over the course of the semester. But you must complete the reading for the response you skip, and you must notify me on or before the response is due that you have chosen to skip this one. Each response will be worth 6 points. In addition, you will get response credit for completing the Ethics Training Tutorial due in April. If you complete 7 responses and the ethics tutorial you will receive an extra 2 points for this work – for a total of 50 points.

(50 points)

Supplemental Resources

For many of the topics we'll cover in class (e.g., ethnography, laboratory observation), I've placed additional readings on D2L. These readings are not required, but I **strongly recommend** that you use them as a resource when studying the material and in developing your proposal.

Class Activities/Participation/Attendance

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.

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.**

(30 points)

Labs

Each week you will complete assignments in lab. Many of these labs will provide you with opportunities to practice the methods we will cover in class, and others will provide you with time to work with your group on different elements of your research proposal. Ten of these assignments will be completed for course credit, and each will be worth 7 points.
(70 points)

Exams

Two exams 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.
(100 points each)

Research Proposal

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, as well as from my assessment of how well the group worked together.
(100 points)

Note: All late written 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

Class Activities/Participation	/ 30 points
Reading Responses (& Ethics Tutorial)	/ 50 points
Labs	/ 70 points
Midterm Exam	/ 100 points
Final Exam	/ 100 points
Research Proposal	/ 100 points

TOTAL	/ 450 points
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Final grades will be assigned using the following scale:

A	412-450 points (91.5-100%)
AB	394-411 points (87.5-91.4%)
B	367-393 points (81.5-87.4%)
BC	349-366 points (77.5-81.4%)
C	322-348 points (71.5-77.4%)
CD	304-321 points (67.5-71.4%)
D	268-303 points (59.5-67.4%)
F	≤ 267 points (59.4% or less)

Classroom Etiquette

Please turn off all cell phones and other personal electronics prior to the beginning of class, and store them off your desks. DO NOT take out your phones, etc. at any point during class. If you do, **I will ask you to leave class for the day.**

Please do not talk to your neighbors during lectures or when other students are talking. It is distracting and impolite. You may use the computers to take notes during class. But if, at any point during the semester, I become aware that any student is using the computer for any non-class-related purposes, I will ban their use in class unless we are doing group work on the computer.

If you miss a class, it is your responsibility to get copies of them for a classmate. DO NOT ask me for a copy of the notes, I do not provide them to students.

Please **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 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	
Hum Dev 302 – Developmental Research Methods (Spring 2012)	
Week 1:	Introduction: Science and the Nature of Developmental Research
T 1/24	Introductions
R 1/26	Science and the Nature of Developmental Research
<i>Lab 1:</i>	<i>How to read a research article (read article in lab)</i>
Week 2:	Ethics and Literature Searches
T 1/31	Literature Searches Reading: Complete Ethics Tutorial (Certificate due in class R 2/2)
R 2/2	Ethics Ethics Tutorial Certificate due in class R 2/2
<i>Lab 2:</i>	<i>Brainstorm for proposal topic and begin literature search (Topic Statement due R 2/9)</i>
Week 3:	Intro to Qualitative and Quantitative Methods
T 2/7	Qualitative and Quantitative Methods Readings: Bogle, K.A. (2008). <i>Hooking Up: Sex, Dating and Relationships on Campus</i>. New York: New York University Press. – Introduction and Chapter 3 (with footnotes) 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. (Reading Response #1 due in class)
R 2/9	Intro to the Basics Topic Statement due F 2/10 (to D2L)
<i>Lab 3:</i>	<i>Designing a qualitative and quantitative study on your proposal topic</i>
Week 4:	Research 101: The Basics
T 2/14	The Basics

R 2/16	The Basics (con'td)
Lab 4:	Work on annotated bibliographies (due R 2/23)
Week 5:	Mixed Methods
T 2/21	Project work time
R 2/23	Mixed Methods Reading: Sweet, S. & Moen, P. (2007). Integrating educational careers in work and family: Women's return to school and family life quality. <i>Community, Work & Family</i>, 10(2), 231-250. (Reading Response #2 due in class) Annotated Bibliographies due F 2/24 (to D2L)
Lab 5:	No lab this week!
Week 6:	Survey of Methods: Historical Research
T 2/28	Historical Research Reading: Brumberg, J.J. (1997). <i>The Body Project" An Intimate History of American Girls</i>. New York: Random House. – Introduction and Chapter 4 (with footnotes) (Reading Response #3 due in class)
R 3/1	Archival Data
Lab 6:	Work on Introduction outlines (due F 3/23)
Week 7:	Review and Midterm
T 3/6	Review for Midterm Exam
R 3/8	Midterm Exam
Lab 7:	Work on Method outlines (Due F 3/23)
Week of 3/13:	SPRING BREAK!
Week 8:	Survey of Methods: Ethnography and Field Methods
T 3/20	Ethnography Reading: 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. (Reading Response #4 due in class)
R 3/22	Ethnography and Field Methods (cont'd) Mid-semester Group Evaluations due F 3/23 (to D2L) Outlines of Introduction and Method Sections due F 3/23 (to D2L)
Lab 8:	Field research
Week 9:	Survey of Methods: Narrative Interview and Life History
T 3/27	Narrative Interview or Life History Reading: Hammack, P.L., Thompson, E.M., & Pilecki, A. (2009). Configurations of identity among sexual minority youth: Context, desire, and narrative. <i>Journal of Youth and Adolescence</i>, 38, 867-883. (create Q's) (Reading Response #5 due in class)
R 3/29	Narrative Interview (cont'd)
Lab 9:	Conducting a life history interview

Week 10:	Survey of Methods: Laboratory Observation
T 4/3	Laboratory Observation Reading: 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. (Reading Response #6 due in class)
R 4/5	Laboratory Observation (cont'd)
<i>Lab 10:</i>	<i>Observational coding</i>
Week 11:	Survey of Methods: Self Report Methods
T 4/10	Self Report Methods Reading: Theokas, C & Lerner, R.M. (2006). Observed ecological assets in families, schools, and neighborhoods: Conceptualization, measurement, and relations with positive and negative developmental outcomes. <i>Applied Developmental Science</i>, 10(2), 61-74. (Reading Response #7 due in class)
R 4/12	Self Report Methods (cont'd)
<i>Lab 11:</i>	<i>Analyzing self-report data</i>
Week 12:	Proposal Review and Editing
T 4/17	How to edit your work Draft of Introduction and Method Sections Due T 4/17 (on D2L, and bring paper copy to class)
R 4/19	Editing (cont'd)
<i>Lab 12:</i>	<i>Peer review of proposal drafts</i>
Week 13:	Applied Research
T 4/24	Applied Research Reading: Adler-Baeder, F., Kerpelman, J.L., Schramm, D.G., Higginbotham, B., & Paulk, A. (2007). The impact of relationship education on adolescents of diverse backgrounds. <i>Family Relations</i>, 56, 291-303. (Reading Response #8 due in class)
R 4/26	Applied research activity Final Proposals due F 4/27 by midnight (to D2L)
<i>Lab 13:</i>	<i>Work on presentations</i> Day 1 Presentations due M 4/30 (to D2L) Day 2 Presentations due W 5/2 (to D2L)
Week 14:	Group Presentations
T 5/1	Presentations day 1
R 5/3	Presentations day 2 Final Self and Peer Evaluation due F 5/4 (to D2L)
<i>Lab 14:</i>	<i>Review for Final Exam</i>
Final Exam: Section 1 (2 pm): Tuesday, May 8 th from 1-3 pm Section 2 (3:30 pm): Thursday, May 10 th from 1-3 pm	

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.