

**HUM DEV/PSYCH 496 Research Assistantship
Language Learning Lab – Fall 2008**

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Course objectives: This course will give students experience in the scientific research process from understanding background research to collecting and analyzing data. Students will work on research projects designed by the instructor. This course will provide a hands-on learning opportunity to apply students' knowledge of psychology, which will be useful in future coursework as well as in graduate school and/or future employment.

Requirements

Lab meetings: We will meet as a group for 1-2 hours each week. During the first week of classes (if not earlier) we will compare schedules and select a regular meeting time. This time will be used to do such things as discuss research progress, hand out assignments, and conduct training on research tasks. You are expected to attend each meeting, and to let me know if you need to be absent (e.g., due to illness). Your grade will be impacted by unexcused absences.

Readings: Readings will provide a background overview of the research area. You will read, on average, one article per week and you will come to lab meetings prepared to discuss the article. You are required to e-mail your instructor **three questions** about the article at least four hours before the meeting. These questions will facilitate our discussion. A tentative reading schedule is attached to the end of this syllabus.

Ethics Training: The UWGB Institutional Review Board requires that all persons involved in the implementation of research projects complete ethics training (<http://www.uwgb.edu/irb>). You will take the on-line training and provide me with a copy of the certificate of completion. If you have already taken part in the training for another class, you can simply provide me with a copy of the certificate you earned at that time. If you have not retained the certificate, you will need to complete the training again. This training should be completed by **September 9, 2008**. If it is not completed, you cannot serve as an RA and will have to drop the class.

Research Assignments/Responsibilities: You will be asked to complete a variety of tasks relating to research, including (but not limited to) literature reviews, library investigations, experimental stimuli development, recruitment of research participants, data collection, management of research studies, data coding and entry, and some statistical analysis. I will provide appropriate training before each one of these tasks. If at any time you feel that you are being asked to complete a task for which you are not prepared, you should let your instructor know immediately. This is supposed to be an educational experience for you, and it is my job to provide you with the training necessary to complete your research assignments. You should expect to devote an average of **9 hours per week** toward these responsibilities (including readings), either during scheduled lab hours or on your own time.

Final Paper: The research assistantship will culminate with a final paper, where you will complete a 10-15 page APA-style paper which will include (1) a review of the literature we've read over the course of the semester and (2) either a research proposal (which draws from the literature review) or a method/results/discussion section focusing on one of the experiments you will work on over the course of the semester. A rough draft will be due **December 1, 2008**. This final paper is due by midnight on **December 17, 2008**.

Reflection Paper: Each research assistant will write an individual paper reflecting on the research experience over the course of the semester. This paper should be no more than three typed, double-spaced pages in length and will truly be a reflection piece. You do not need to have any references or use any supporting literature. You do not need to use APA style. I want to hear about what you learned, what surprised you, what disappointed you, or how this experience has fit (or not fit) with what you have learned in classes or hope to do in the future. This topics I have listed above are just suggestions; feel free to write about these topics or to select your own. The only requirement is that you submit a thoughtful, well-written paper that reflects upon your experiences as a research assistant. This paper is due by midnight on **December 17, 2008**.

Tentative Research Schedule

Weeks 1-5: Background reading & training, participant recruitment, & stimuli creation

Weeks 6-13: Data collection & Coding

Weeks 14 & 15: Data analysis

Method of Evaluation

Your final grade will be determined based on your performance on the combination of course components described earlier in this syllabus. Although not listed with a point value below, remember that failure to attend research meetings may also impact your grade. If you have questions about where you stand in the course throughout the semester, please feel free to speak with me.

Reading	No point value; lose 1 grade if obvious readings have not be completed
Research Assignments	50% (100 points)
Final Paper	40% (80 points)
Individual Reflection Paper	10% (20 points)

The grading scale that follows will be used in determining final grades (% of total points possible).

A	93-100%	C	73-77%
A/B	88-92%	C/D	68-72%
B	83-87%	D	60-67%
B/C	78-82%	F	<60%

Course and University Policies

Late Papers/Assignments: All assignments are due to me on the date(s)/times indicated in this syllabus. Assignments submitted after the designated date/time will be penalized one **full** letter grade (e.g., "A" becomes a "B"). Work submitted between 24 and 48 hours past that deadline will be penalized two full letter grades. I will not accept assignments more than 48 hours late (including weekends); a grade of "0" will be earned. Extensions on assignments/requirements may be granted under extraordinary circumstances, but such requests must be made **before** any deadlines. Supporting documentation (e.g., a doctor's note) may be required. Providing documentation does not guarantee an extension will be granted.

Academic Honesty: I believe that students approach their work with integrity, and I know your assignments represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments submitted for this class will be entirely your own work. You are responsible for reading, understanding, and complying with all University policies regarding academic misconduct (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf). Please pay particular attention to proper use of citations, quotation marks, and so on. I also consider submitting an assignment for this class that you have already turned in for another course to be a form of academic dishonesty.

University Policy for Individuals with Disabilities: Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.

Email Policy: The best way for me to communicate with you is via email. I will send information and announcements to your **UWGB email account**. I expect you to check your UWGB email on a daily basis (excluding weekends). If you wish to contact me by email, please also do so using your UWGB account.

I reserve the right to modify the course requirements and/or schedule as deemed appropriate and with reasonable notice of such revisions.

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Tentative Reading Schedule**

Week of:	Reading:
September 1	No Reading - Introduction
September 8	No Reading - Training
September 15	“Development of Morphology” – Chapter 9 Anisfeld, M. (1984). <i>Language Development from Birth to Three</i> . Hillsdale, NJ: Erlbaum.
September 22	Cazden, C. (1968). The acquisition of noun and verb inflections. <i>Child Development</i> , 39(2), 433-448.
September 29	De Villiers, J. G. & De Villiers, P. A. (1973). A cross-sectional study of the acquisition of grammatical morphemes in child speech. <i>Journal of Psycholinguistic Research</i> , 2, 267-278.
October 6	Zapf, J. A. & Smith, L. B. (2007). When do children generalize the plural to novel forms? <i>First Language</i> , 27, 53-73.
October 13	Zapf, J. A. & Smith, L. B. (under review). Knowing more than one can say: The early regular plural. <i>Journal of Child Language</i> .
October 20	Jolly, H. R. & Plunkett, K. (in press). Inflectional bootstrapping in 2-year-olds. <i>LCP</i> .
October 27	Kouider, S., Halberda, J., Wood, J., & Carey, S. (2006). Acquisition of English number marking: The singular-plural distinction. <i>Language Learning and Development</i> , 2(1), 1-25.
November 3	Fraser, C., Bellugi, U., & Brown, R. (1963). Control of grammar in imitation, comprehension, and production. <i>Journal of Verbal Learning and Verbal Behavior</i> , 2, 121-135.
November 10	Beilin, H. & Kagan, J. (1969). Pluralization rules and the conceptualization of number. <i>Developmental Psychology</i> , 1, 697-706.
November 17	Anisfeld, M. & Tucker, G. R. (1967) English pluralization rules of six-year-old children. <i>Child Development</i> , 38, 1201-1217.
November 24	No Reading; Thanksgiving Week
December 1	No Reading; Final Paper Preparation & Wrap Up
December 8	No Reading; Final Paper Preparation (Drafts Returned) & Wrap Up