

# SYLLABUS

## Psychology 464: Development Psychology Laboratory Fall 2011

**Professor:** Bradford Pillow, 353 Psychology Building, 753-7079  
Office Hours: M 12:30-1:30, 3:30-4:30, W 12:30-1:30, or by appointment  
Email: pillow@niu.edu

**Teaching Assistant:** RaeAnne Pearson

In this course, students will learn about research methods in developmental psychology by conducting research, analyzing data, and critically evaluating research procedures and findings. Students will learn about procedures used to study cognitive and social development during infancy, childhood, and adolescence. The knowledge gained through this course should help students to use research findings to justify and evaluate positions on issues concerning children and families. Writing research reports based on laboratory work should increase students' ability to organize and integrate information and to express ideas clearly and effectively.

### Course Expectations

- **Students will attend all lectures and labs.**
- **Students will participate in all in-class activities.**
- **Students will complete all reading assignments during the week that they are assigned.**
- **Students will complete all writing assignments and turn them in on the due date.**
- **Students will complete all exams on the scheduled date.**
- **Students should check Blackboard several times a week for announcements and course documents.**

### Required Readings:

Miller, S. A (2007). *Developmental Research Methods*, 3<sup>rd</sup> Edition.  
Articles on electronic reserve through Blackboard e-reserves link (listed below).

**Suggested Readings:** The following are recommended for preparation of research papers. A copy of each will be on reserve at the library:

*Publication Manual of the American Psychology Association*, 6<sup>th</sup> Edition.

*Mastering APA Style: Student's Workbook and Training Guide*.

Rossiter, J. (2009). *The APA Pocket Handbook: Rules for Format and Documentation*. DW Publishing.

### Class Schedule and Reading Assignments

<u>Week</u>	<u>Topic</u>	<u>Reading Assignment</u>
August 22-26	Elements of Research Observational Methods	Miller Chapters 1 & 2
August 29-Sept. 2	Childhood Play	Miller Chapters 3 & 4 Rubin et al. (1978)
September 5-9	Gender Segregation <i>No class September 5</i>	Miller Chapter 5 Sebanc et al. (2003) Bohn-Gettler et al. (2010)

September 12-16	Social Categories and Prejudice	Miller Chapter 9 Dunham et al. (2006) Bigler et al. (1997)
September 19-23	<b>Exam 1 September 19</b> Statistics and Interpreting Results	Miller Chapter 8
September 26-30	Individual Differences and Group Differences <b>Statistics Exercise Due September 30</b>	Miller Chapter 10
October 3-7	Infant Perception and Cognition <b>Argument Essay Due October 7</b>	Miller Chapter 11 Baillargeon (1994)
October 10-14	Infant & Early Childhood Social Cognition: Awareness of Self and Others	Woodward (1999) Povinelli & Simon (1998)
October 17-21	Temperament and Attachment	Miller Chapter 13 Ainsworth & Bell (1970) Kagan, Snidman, & Arcus (1998)
October 24-28	Parent-Child Relationships	Serbin & Karp (2003) Belsky et al. (2005) Chao (1994)
October 31-Nov. 4	Cognitive Development during Childhood <b>Exam 2 November 4</b>	Miller Chapter 12
November 7-11	Numerical Concepts & Counting	Flavell et al. (2002) Sarnecka & Carey (2008)
November 14-18	Children and the Media: Television <b>Research Report Due November 14</b>	Miller Chapter 6 Friedrich-Cofer & Huston (1986) Rice, Huston, Truglio, & Wright (1990)
November 21-25	Children and the Media: Video Games	Anderson & Dill (2001) Ostrov et al. (2006) Weis & Cerankosky (2010)
November 28-Dec. 2	Conclusion	

**Final Exam Wednesday, December 7, 10 a.m.**

**EXAMS.** There will be three exams. The first exam will be given in lecture on September 19. It will cover readings, lecture, and laboratory material through September 16. The second exam will be on November 4. It will cover material from September 21 through November 2. The final exam will be given on December 7 from 10-11:50 A.M. The final will be comprehensive, but will emphasize material from the last section of the course. All three exams will consist of essay, short-answer, and multiple choice questions.

- **Students are expected to take the exams at the scheduled times.**
- **Make-up exams will not be given except in cases of serious illness or emergency.**
- **All three exams must be completed in order to receive a passing grade in the course. Failure to complete one or more of the exams will result in a failing grade.**

**RESEARCH AND WRITING PROJECTS.** Students will complete three writing projects, including two research reports and an essay assignment. Please note the following:

- **Papers must be turned in at lecture at the beginning of the class period.**
- **Late papers will be penalized: Ten percent of the possible points will be deducted for each day the paper is late.**
- **Plagiarism will be severely penalized.**
- **All three papers must be completed in order to receive a passing grade in the course. Failure to complete one or more of the assigned papers will result in a failing grade.**

**ATTENDANCE AND PARTICIPATION IN LAB ACTIVITIES.** Attendance in class is important and expected. Attendance and participation in laboratory activities and data collection is absolutely mandatory. Students will receive points for participating in laboratory activities such as practicing for and collecting data. *Absence during data collection or data analysis for a study will result in a penalty of 10% of the available points for the paper based on that study.*

**LABORATORY ACTIVITIES.** The following activities will be completed during the laboratory meetings. Instructions and scheduling will be provided in lab.

Literature searches using electronic databases.

Citing and listing references in APA style.

Infant search discussion.

Children's number books discussion.

Children's television program analysis.

Children's video game discussion.

Early childhood play:

Preparation and practice

Data analysis

*Additional activities also may be assigned during laboratory meetings.*

**GRADES.** Grades will be based on total points accumulated on exams, papers, and lab activities:

Exam 1	100 points
Exam 2	100 points
Final Exam	120 points
Research Report	120 points
Argument Essay	100 points
Statistics Exercise	35 points
Participation in Lab Activities	100 points

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Total 675 points

**ARTICLES.** Copies of the following articles are on electronic reserve:

- Ainsworth, M. D. S., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child Development, 41*, 49-67. Retrieved from JSTOR, August 2, 2005.
- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology, 78*, 772-790. Retrieved from EBSCO July 7, 2009.
- Baillargeon, R. (1994). How do infants learn about the physical world? *Current Directions in Psychological Science, 5*, 133-140.
- Belsky, J., Jaffe, S. R., Sligo, J., Woodward, L., & Silva, P. A. (2005). Intergenerational transmission of warm-sensitive-stimulating parenting: A prospective study of mothers and fathers of 3-year-olds. *Child Development, 76*, 384-396. Retrieved from JSTOR, July 26, 2010.
- Bigler, R.S., Jones, L.C., & Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. *Child Development, 68*, 530-543.
- Bohn-Gettler, C. M., Pellegrini, A. D., Dupuis, D., Hickey, M., Hou, Y., Roseth, C., & Solberg, D. (2010). A longitudinal study of preschool children's (Homo Sapiens) sex segregation. *Journal of Comparative Psychology, 124*, 219-228. Retrieved from EBSCO July 26, 2010
- Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting though the cultural notion of training. *Child Development, 65*, 1111-1119. Retrieved from EBSCO December 10, 2010
- Dunham, Y., Baron, A. S., & Banaji, M. R. (2006). From American city to Japanese village: A cross-cultural study of implicit race attitudes. *Child Development, 77*, 1268-1281. Retrieved from JSTOR December 10, 2007.
- Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). *Cognitive Development, 4<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice-Hall. Pp. 124-135.
- Friedrich-Cofer, L., & Huston, A. C. (1986). Television violence and aggression: The debate continues. *Psychological Bulletin, 100*, 364-371.
- Kagan, J., Snidman, N., & Arcus, D. (1998). Childhood derivatives of high and low reactivity in infancy. *Child Development, 69*, 1483-1493. Retrieved from EBSCO December 10, 2010
- Ostrov, J. M., Gentile, D. A., & Crick, N. R. (2006). Media exposure, aggression, and prosocial behavior during early childhood: A longitudinal study. *Social Development, 15*, 612-627. Retrieved from EBSCO July 7, 2009.
- Povinelli, D.P., & Simon, B. (1998). Young children's understanding of delayed versus extremely delayed visual images of the self: Emergence of the autobiographical stance. *Developmental Psychology, 34*, 188-194.
- Rice, M. L., Huston, A. C., Truglio, R. & Wright, J. C. (1990). Words from *Sesame Street*: Learning vocabulary while viewing. *Developmental Psychology, 26*, 421-428.

- Rubin, K. H., Watson, K. S., & Jambor, T. W. (1978). Free-play behaviors in preschool and kindergarten children. *Child Development, 49*, 534-536.
- Sarnecka, B. W., & Carey, S. (2008). How counting represents number: What children must learn and when they learn it. *Cognition, 108*, 662-774. Retrieved from EBSCO November, 20, 2008.
- Sebanc, A.M., Pierce, S. L., Cheatham, C. L., & Gunnar, M. R. (2003). Gendered social worlds in preschool: Dominance, peer acceptance and assertive social skills in boys' and girls' peer groups. *Social Development, 12*, 91-106. Retrieved from CSA Psych Articles July 26, 2010.
- Serbin, L., & Karp, J. (2003). Intergenerational studies of parenting and the transfer of risk from parent to child. *Current Directions in Psychological Science, 12*, 138-141. Retrieved from EBSCO July 26, 2010.
- Weis, R., & Cerankosky, B. C. (2010). Effects of videogame ownership on young boys' academic and behavioral functioning: A randomized, controlled study. *Psychological Science, 21* 463-470. Retrieved from Sage July 21, 2011.
- Woodward, A. L. (1999). Infants' Ability to distinguish between purposeful and non-purposeful behaviors. *Infant Behavior and Development, 22*, 145-160.