



## Department of Psychology

### Experimental Child Psychology: Social/Personality Development

#### Psychology 449 (L60) – Summer 2006

<b>Instructor:</b>	Dr. Kimberley Vaughan	<b>Lecture Location:</b>	SS105
<b>Phone:</b>	220-2242 (U of C office) or 637-3939 (my home office)	<b>Lecture Days/Time:</b>	T/R 2 p.m. – 4:50 p.m.
<b>Email:</b>	kjvaughan@xplornet.com		
<b>Office:</b>	Administration 257D		
<b>Office Hours:</b>	By appointment		

**Text:** Wallace E. Dixon, Jr. Twenty Studies that Revolutionized Child Psychology.  
Prentice Hall, Pearson Education, Inc., Upper Saddle, River, NJ, 2003.

#### Course Objectives:

This course will present theories and experimental research that will examine children's social and personality development. Topics will cover issues of biological, cognitive, personality and social development in children. Students will have the opportunity to present research studies to the class in group projects. Lab work will give students the opportunity to gain experience in designing and executing research. A term paper will allow students to explore in depth a topic related to experimental child psychology.

#### University of Calgary Curriculum Objectives:

- 1) This course addresses the following core competencies:
  - Critical thinking
  - Practical application of theory and research to real-life examples
  - Abstract reasoning

With the following course characteristics:

- Opportunity for students to present one of the studies in the textbook to the group
- class discussions between students and professor will help students to think critically about course material
- students will be encouraged to think about their own childhood development in order to help them apply theory and research in a practical manner

- current events and research from outside the textbook will be integrated into lectures where appropriate

### Requirements:

- Midterm exam.** This exam will cover reading and lecture materials (see lecture schedule below). Lab work is **not** covered in this exam.
- In-class group presentation project.** You will be put into groups of 4 on the first day of class in order to present to the class one of 10 chosen studies in the textbook. The dates of each presentation project can be found in the “Topic Schedule” on the next page of this outline. The 10 studies chosen for the group presentation project are listed below:

1. The Eyes Have it (Ch 5)
2. The Drawbridge Studies (Ch 6)
3. “Do You Know What I Know?” (Ch 7)
4. “Adam and Eve and the Garden of Eden Studies” (Ch 9)
5. “She Loves Me, She Loves Me Not” (Ch 10)
6. “This Is Gonna Hurt You A Lot More Than It’s Gonna Hurt Me”(Ch13)
7. “The Ethic Of Care: It’s A Woman Thing” (Ch 15)
8. “If You Were Born First, I Would’ve Stopped” (Ch 16)
9. Armadillos Aren’t The Only Mammals That Grow Armor (Ch 17)
10. Developmental Lessons From Kitten Brains (Ch 21)

Your in-class group presentation project should include:

- Background literature review for introduction
- Explanation of methodology used
- Results of the study
- Discussion/Conclusion
- Question and answer period involving both the class and the professor

- It is expected that your presentation will last about 50 minutes. In addition to this 50 minute timeline, allow for an additional 10-15 minutes for question and answer period.
- it is expected that you will present on your topic for at least 30 minutes, with up to 20 minutes for a short film, short demonstration, or both.
- let me know in advance if you need a film projector or plan to show a VHS video.
- use of Powerpoint and/or the overhead is strongly encouraged for your presentation.
- It is strongly recommended you practice as a group at least once (a ‘dry run’) to ensure your total presentation does not end significantly short or significantly exceed the total 50 minute timeline.

c. **Term Paper (expected length is 12-15 double-spaced typed pages, not including your title page and your reference page(s)).** It is strongly recommended that you base your term paper upon your group classroom presentation. However, you are welcome to base your term paper upon any of the topics as described in the Dixon textbook. Students are expected to go beyond knowledge telling (i.e., reporting existing theory and research) to knowledge transformation (where integration, synthesis and application shine new light on existing work). **Note that the term paper is not a 'group' project; each student is expected to hand in their own individual term paper.**

d. **Laboratory attendance and participation.** There will be two research projects conducted by the class, with each student gaining experience in design and execution of research. Two written assignments will be handed in for evaluation. These will be marked by your 449 teaching assistant.

#### **Evaluation:**

Midterm exam (on July 27th):	25% of final grade
In-class group Presentation project:	20% of final grade
Laboratory Work	30% of final grade
Term Paper	25% of final grade; due on the last day of class (August 15 <sup>th</sup> ), <b>during class.</b> Late papers will receive a penalty of 10% per day.

- The format of the midterm exam will be multiple choice and essay.

#### **Please note:**

- The following percentages indicate the standard required for each letter grade. These may be lowered but will not be raised.

Final letter grades for the course will be assigned as follows:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	Less than 50%

To determine finale letter grades, final percentage grades will be rounded up or down to the nearest whole percentage as appropriate (e.g., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.)

**Topic Schedule:**

<b>Dates</b>	<b>Topic</b>	<b>Required Reading</b>
July 4 <sup>th</sup>	Introduction to Course Go through course outline/ Group assignment for in-class group presentation projects Introduction to Textbook From Mollusks to Rugrats: Biological Principles and Psychological ideas	None    Chapter 1 Chapter 2
July 6 <sup>th</sup>	When Thinking begins A Marxist Revolution in Psychology	Chapter 3 Chapter 4
July 11 <sup>th</sup>	Language Development and The Big Bang Theory The Invisible Bungee Cord	Chapter 8  Chapter 11
July 13 <sup>th</sup>	What a Strange Situation Monkey See, Monkey do	Chapter 12 Chapter 14
July 18 <sup>th</sup>	Keep the Baby and the Bathwater Choreographing the Nature-Nurture Dance	Chapter 18  Chapter 19
July 20 <sup>th</sup>	What Comes Around Goes Around Governments, Grade Schools, and Grocery Stores: Multiple Levels Of Influence	Chapter 20   Chapter 22
<b>July 25<sup>th</sup></b>	<b>No Class – Midterm Break</b>	
<b>July 27<sup>th</sup></b>	<b>Midterm Exam</b>	

August 1 <sup>st</sup>	<b>Group 1 Presentation:</b> The Eyes Have it	Chapter 5
	<b>Group 2 Presentation:</b> The Drawbridge Studies	Chapter 6
August 3 <sup>rd</sup>	<b>Group 3 Presentation:</b> Do You know What I know?	Chapter 7
	<b>Group 4 Presentation:</b> Adam and Eve and the Garden of Eden Studies	Chapter 9
August 8 <sup>th</sup>	<b>Group 5 Presentation:</b> She Loves Me, She Loves me Not	Chapter 10
	<b>Group 6 Presentation:</b> This is Gonna Hurt You a Lot More Than It's Gonna Hurt me	Chapter 13
August 10 <sup>th</sup>	<b>Group 7 Presentation:</b> The Ethic of Care: It's a Woman Thing	Chapter 15
	<b>Group 8 Presentation:</b> If You Were Born First, I Would've Stopped	Chapter 16
August 15 <sup>th</sup>	<b>Group 9 Presentation:</b> Armadillos Aren't the Only Mammals that Grow Armor	Chapter 17
	<b>Group 10 Presentation:</b> Developmental Lessons from Kitten Brains	Chapter 21
August 15 <sup>th</sup>	<b>Term Papers are due during class</b>	

### **Reappraisal of Grades**

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation:**

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with Disability Services, please contact the RDC Counseling and Learning Support Services office (Ph. 343-4064 or 343-4067). If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course.

### **Absence From A Test**

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

**Bonus Course Credits for Research Participation**

Students in most psychology courses are eligible to participate in Departmentally-approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Information about current experiments is on the Experimetrix website at <http://experimetrix.com/uc>. The read.me link at that site provides a guide to using the system and assigning your credits. The last day to participate in research and ALLOCATE YOUR CREDITS TO YOUR COURSES is August 15<sup>th</sup>, 2006.

**Important Dates**

The last day for registration and changes of registration is July 6<sup>th</sup>, 2006. The last day to withdraw from this course is August 16, 2006.