

Methods of Inquiry in Child Development
Child Development 353, Sec. 3 - 4
Spring 2011

Instructor	Dr. Gail Walton
Office	Modoc 107
Office phone	898-5578
E-mail	VISTA mail only
Office Hours	Monday and Wednesday 4 pm – 5 pm Tuesday and Thursday 11:00 pm – 12:30 pm
Class Meetings	Monday and Wednesday, 2 – 3:50 p.m., Modoc 120
Required Texts	1. Shaughnessy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2009). <i>Research methods in psychology</i> (8th ed.). New York: McGraw-Hill. 2. Dunn, D.S. (2010). <i>A short guide to writing about psychology</i> (3rd ed.). New York: Longman.
Optional Text	VandenBos, G. R. (Ed.) (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington DC: American Psychological Association. If you are planning to go to grad school, you may wish to purchase this book.

Please see the course schedule for assignment and paper due dates, and exam dates.

Software Required for this Class

The University supports **Microsoft Word**. University computers are not able to read documents created in WordPerfect. If you are creating documents on WordPerfect, it may be helpful to save them in Rich Text Format before sending, but this is not always successful and formatting is often not preserved- you may lose points for incorrect formatting on written assignments.

Optional Software: Statistic assignments will be completed using **SPSS** software. **You are not required to purchase this software.** This software is available on the computers within the BSS computer labs in Butte 207 & 211, many of the computers in Merriam library, and in other computer labs across campus. SPSS is also available for purchase through the AS bookstore for about \$100. **Students who decide not to purchase the SPSS software will need to plan time to complete assignments in computer labs and at the library.** SPSS data and results files must be sent electronically to the instructor for each of the statistics worksheets.

Prerequisites

ENGL 130; GE Math; CHLD 250; CHLD 251

You *must* have previously taken these courses or you may not enroll in this class.

Course Description

Students will learn the fundamentals of scientific methodology, increase knowledge of quantitative and qualitative research methods, acquire quantitative skills in measurement, statistical analysis and interpretation. These skills will be applied through reviewing and evaluating published research articles and individual writing assignments. Competencies acquired in this course will be applied in subsequent classes in the child development major.

Student Responsibilities

1. Students are responsible for attending class. If a student misses a class, it is the student's responsibility to determine what needs to be done to keep up with the class and make up missed work.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in **original work that was completed independently** unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the VISTA course page. *Write this number down and keep it near your computer in the event that you can't access VISTA.* I can not solve your computer problems.
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check VISTA for announcements and emails on a daily basis, Monday through Thursday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. *Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a "0."*
7. Students are responsible for being able to navigate VISTA to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness (with a Drs note).
9. Students repeating CHLD 353 **must choose a different topic for their research paper and complete related assignments** (i.e., Preliminary Topic paper, Library Assignments, Progress Reports, Lit Portfolio, Writing Assignments) **using the new topic.**
10. Students *may not* turn in drafts of papers from previous courses. If you are repeating 353, do not turn in edited writing assignments from the previous time(s) that you took 353. Those assignments will earn a "0." The rationale is, if you didn't pass 353 the first time, then turning in previous unsuccessful papers will not help you. You need to start fresh and write your papers from scratch.

Instructor Responsibilities

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner. I will provide feedback for your papers prior to the next writing assignment due date.
5. The instructor is responsible for giving instruction regarding scientific writing, including APA style. The instructor is *not* responsible for giving instruction regarding spelling, semantics, grammar and syntax.
6. The instructor is responsible for answering specific questions regarding the writing assignments, including the research paper; however, these assignments are representative of your writing proficiency. Therefore, the instructor will *not* proofread or edit any portion of your writing assignments for you. In other words, *do not* ask the instructor to "read over" parts of your papers.

Child Development Program Mission Statement

Within the context of the broader university commitment to higher education, the Child Development Program offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practice. Specifically, the program centers on the Foundations of Child Development, Child Study and Assessment, Programs for Children and Families, Professional Qualities, Critical Thinking Skills, and Developmental Context.

Child Development Program Vision Statement

Students in the Child Development Program will gain an understanding of the development of children and families and how to apply this knowledge in a variety of human service and educational settings. Faculty will facilitate students' professional development through teaching, leadership, promoting scholarly activities, and guiding relevant practical experiences. Graduates of the program will be knowledgeable and reflective professionals who recognize and value the uniqueness and diversity of children and families within and across multiple ecological contexts.

Contribution to the CD Major

Portfolio for CHLD 495: The completed, graded research paper will serve as a minimal entry in the student's portfolio. Other class assignments may also be relevant. Keep your work!

For CD majors, the objectives of this course correspond to the following Learning Priorities (SLOs) as outlined by the Child Development Program Committee:

<u>Course Objectives</u>	<u>Learning Priority</u>	<u>Assignments</u>
Define major concepts in the philosophy of science	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	W.A. 1 Exams Research paper
Locate and research scientific literature	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V)	Annotated Bib Literature Portfolio Research paper
Identify the major dimensions of research strategies used in child development and related fields	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I)	W. A. 1, 2 Exams Research paper
Understand both qualitative and quantitative research designs	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V)	Annotated Bib Exams Research paper
Evaluate research studies in terms of validity, reliability, and generalizability	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V) Professional Qualities (SLO IV)	Annotated Bib Exams Research paper
Compute basic descriptive and inferential statistics	Child Assessment and Study (SLO II) Critical Thinking Skills (SLO V)	Stats Assignments Research paper
Prepare a literate and coherent review of research, propose a hypothesis and methodology, report results and discuss implications (in APA format)	Critical Thinking Skills (SLO V) Foundations of Child Development (SLO I) Professional Qualities (SLO IV)	Drafts: Intro & Method, Results Research paper

Course Objectives

Upon completion of this course, students will be able to:

1. demonstrate an understanding of, and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children.
2. differentiate between their personal and subjective theories about children's development and scientific theories of development rooted in empirical research.
3. identify the primary research strategies and locate scholarly works used in child development and related fields.
4. understand both qualitative and quantitative research.
5. evaluate research studies in terms of their strengths and weaknesses, validity, reliability, and generalizability.
6. compute basic descriptive and inferential statistics.
7. demonstrate both currency in information technology appropriate to the discipline and an understanding of the ethical use of such technology.
8. prepare a literate and coherent literature review, propose a hypothesis and appropriate methodology on a particular topic in the field of child development, report results and discuss implications of your proposed study (in APA format).

Class Structure

Course material will be housed within the Chico State Connection Portal- Vista section. Adobe Reader can be downloaded from www.adobe.com. There are known conflicts with the AOL access and the University's programs, students who use AOL to access their accounts need to be aware of these difficulties.

Competencies acquired in research review, evaluation, and communication will be measured through the preparation of writing assignments and a research paper. Knowledge of statistical methodology and quantitative skills in measurement and statistical evaluation will be assessed by worksheets and exams. Class exercises will be introduced across the semester to practice new skills and demonstrate competencies.

HOW TO SUCCEED IN THIS CLASS: Recommendations from previous 353 students

1. Attend every class. Missing classes will really put you behind.
2. Print and read the lecture overviews and the chapters before they are covered in class.
3. Keep up on the reading assignments. Take notes while you read.
4. Don't be afraid to ask for help from your fellow students or the professor.
5. Don't put off the required work for the writing assignments and the research paper until the last minute.
6. Study for exams in advance.
7. Use index cards to study terms.
8. Form study groups - especially for exams.
9. Turn in all statistics assignments.
10. Don't stress out!

Disability Services

If you have a documented disability that may require reasonable accommodation, please contact Disability Support Services (DSS) for coordination of your academic accommodations. They can be reached at 898-5959. Students who require accommodations for testing or for turning in assignments should see me personally at the beginning of the semester so that arrangements can be made. More information about their services can be found at <http://www.csuchico.edu/dss/index.shtml>

Instructions for Submitting Assignments

All written paper assignments and the final research paper will all be submitted two ways:

1. Drafts of papers will be submitted through Turnitin. This link is available in the learning modules. A separate link is used for each writing assignment and the research paper.

Do not go to the Turnitin web site. Links for individual assignments will be found in the Writing Assignments and Research Paper Learning Modules, under headings for individual assignments that include the word "Turnitin" at the end of the title.

Turnitin: The objective for using this program is to provide students with feedback regarding potential copyright errors that may arise in the course of normal academic writing assignments.

I strongly encourage students to use feedback from the reports generated by Turnitin.com to make corrections to their papers prior to submitting final versions of their papers for grading.

For Writing Assignments One, Two, and the Annotated Bibliography, these papers will be submitted through the Assignments Tab and through Turnitin in the Writing Assignments Learning Module. **Papers with an originality match over 30% *may be returned to the student for corrections prior to grading and late points will apply.***

For the Final Research Paper, drafts of this paper must be submitted to Turnitin in the Research Paper Learning Module prior to their due date so that students have time to make corrections and avoid being penalized for unintentional copyright errors. Students will also submit the paper to the assignments tab, and will turn in a hard copy to the instructor. For these assignments, the results of students' final submission to Turnitin may affect individual grades for these assignments. **Your originality report MUST be a 20% match or less or the ungraded paper will be returned to the student for corrections and late points will apply.**

2. Final versions of papers will be submitted through the Assignments Tab.

Assignment Tabs: Final versions of papers must be submitted through the corresponding Assignment Tabs as an attached Word Doc BEFORE coming to class on the day that each of these assignments are due. Electronically graded versions of your papers will be returned through Vista assignments so that students can improve their writing by incorporating feedback from the graded versions of your papers.

Writing Assignments 1, 2, 3 and your final research paper will be submitted through Turnitin.com and the Assignment Tabs by their respective due dates (see syllabus for dates). Students will also give a hard copy of the research paper to the instructor.

Participation in this class implies your consent to submit your papers for evaluation through Turnitin.com. If students have concerns about submitting their work through Turnitin.com they may communicate directly with me and an alternative method for verifying the originality of your work will be used.

The Library Assignment, Progress Report, and Statistics worksheets do not need to be submitted electronically. Printed copies are due on their respective due dates (see syllabus for dates).

Course Policies

PLEASE NOTE: Your enrollment in this class implies that you agree to these policies.

Do not ask for these requirements to change due to your personal circumstances; such requests are unfair to your fellow students and are contrary to University policies.

Cell Phones and Electronic Devices

1. Out of courtesy to your classmates and the instructor, turn off or silence cell phones in class. Do not leave class to answer your cell phone (which is just as disruptive as a ringing cell phone). Here's one reason why-- recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it's *not smart* to interrupt your college education to answer a cell phone or to text (and aren't you paying for this?).
2. You may bring your laptop to class and use it to take notes.
3. You may not surf the web, check email, or perform non-class-related activities. If this becomes a problem I will have to ban computers from the classroom. Likewise, you may not perform non-class-related activities while we are in the Butte computer lab.
4. Students who text during class will be publicly asked to stop or will leave for the remainder of the class.

Participation

Participation is expected and encouraged, but please stop chitchatting when class begins. Please share your questions or comments with the class; they may help others as well.

Academic honesty

Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Copying another student's work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. This includes internet sources and papers that other students have written. Students who cheat on exams or assignments earn a "0" for that exam or assignment, and will be referred to judicial affairs. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity.

http://www.csuchico.edu/prs/EMs/EM04/em04_36.htm

Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
3. When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Grading Policies and Penalties

The SLOs dictate that a student must receive a C- or better on the research paper. In addition, entrance to CD 492 and CD 495 requires that a student have a C- or better in the following course clusters: [251, 353, 492] and [250/252, 251, 352, 353, 492, and PSY 355].

Note: Students who receive a C- or better in CHLD 353 are automatically certified as having satisfied the minimum graduation writing requirements of the Child Development major. Students who receive a grade lower than C- must repeat this course until they earn a grade of C- or better. Certain mandatory courses in the major may be denied while this requirement is being met. Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Students are responsible for all material covered in class whether present or not. It is difficult to pass this class with a poor attendance record.

Make-ups and late submissions of student work

1. No make-up of exams or class exercises will be allowed.
2. Students will receive credit (points) for drafts and peer feedback for sections of the research report only on the days that they are scheduled to be worked on in class.
3. Late in-class assignments, drafts of sections of the research report, peer feedback for another student's research paper, and statistic worksheets will not be accepted.
4. Writing assignments, the library assignment, the progress report, and the final research paper received after the due date will be penalized 10% per day late, up to a maximum of 30%, weekend days are counted. These are due at the beginning of class, so submissions after 2:00 p.m. are considered late.
5. No assignment will be accepted for credit more than 3 days after its due date. All makeup work must be turned in by the last day of class.
6. If you are sick the day an assignment is due, get a doctor's excuse to avoid a penalty for turning in an assignment late due to illness. Otherwise, late penalties outlined in #4, and #5 apply.

Incompletes

Students must speak with me in person regarding the possibility of an incomplete.

Incompletes are given only if,

1. the student has a passing grade for all other work at the end of the semester
2. the student is up-to-date on previous work, and
3. other University criteria are met.

Summary of Assignments and Evaluation

Assignments	Point Values
In-class Activities	50 points
Writing assignments	180 points
Statistical worksheets (4 @ 7 points each, 1 at 14)	42 points
Exams (2 @ 75 points each)	150 points
Research paper preparation (including: library assignment, literature portfolio, Measures, rough drafts & progress report)	80 points
Research paper	175 points
Total points possible	677 points

Total points will be converted into a percentage and calculated for the final grade as follows

Grade	Percent
A	93 - 100
A-	90 - 92.9
B+	87 - 89.9
B	84 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	74 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	60 - 66.9
F	<60

Note: C- is the minimum requirement to pass

VISTA CONTENT GUIDE

<p>Topical Learning Modules 1-3, 5 (LM) contain</p>	<ol style="list-style-type: none"> 1. Lecture overviews 2. Assignments 3. Electronic readings for each module 4. Other materials if needed (e.g., Handouts) 5. Library Assignment 6. Objectives or purpose for these assignments 7. Progress Reports
<p>Research Paper Learning Module (LM) contains</p>	<ol style="list-style-type: none"> 1. Literature Portfolio Assignment: <ol style="list-style-type: none"> 1.1. Portfolio instructions 1.2. Grading rubric 2. Research Paper <ol style="list-style-type: none"> 2.1 Research paper Overview 2.2. Guidelines for Research Paper (suggestions, reminders, hints) 2.3. Grade rubric for Research Paper Exactly how each paper will be graded) 2.4 Research Paper Turnitin 3. Peer Feedback Forms <ol style="list-style-type: none"> 3.1 References 3.2 Introduction/ Literature Review 3.3 Method 3.4 Results, Appendix 3.5 Discussion & Abstract 3.6 Final paper evaluation
<p>Writing Assignments Learning Module (LM) contains</p>	<ol style="list-style-type: none"> 1. Writing Assignment One <ol style="list-style-type: none"> 1.1 WA 1 Article 1 1.2 WA 2 Article 2 1.3 Writing Assignment One Turnitin 1.4 Good Sample of WA One 2. Writing Assignment Two <ol style="list-style-type: none"> 2.1 WA 2 Article 2.2 Writing Assignment Two Turnitin 2.3 Good Sample of WA Two 3. Writing Assignment Three <ol style="list-style-type: none"> 3.1 Instructions for the Annotated Bibliography with sample annotations 3.2 Writing Assignment Three Turnitin
<p>Statistical Learning Module 4 (LM) contains</p>	<ol style="list-style-type: none"> 1. Resources for Stats 2. Choosing a statistical test 3. Reporting outcomes 4. SPSS analysis guidelines 5. Statistic assignment worksheets 6. SPSS instructions for assignments
<p>APA Resources folder contains</p>	<ol style="list-style-type: none"> 1. APA style and reference guide 2. APA General Guidelines for 353 Assignments 3. Citations within paragraphs primer (APA citations) 4. Minimal Markings (guidelines for Technical merit or writing errors) 5. APA Electronic References
<p>“Study Guides” folder contains</p>	<p>Study Guides for the midterm and final</p>