The University of North Carolina at Greensboro
Department of Human Development and Family Studies
School of Human Environmental Sciences

Fall 2016
Tuesdays, 1pm – 3:50pm
Location: Stone 246

Course Number

HDF 651

Course Title

Contemporary Research in Human Development

Credits

3.0 semester hours

Prerequisites/Corequisites

There are no prerequisites or corequisites for this course.

For Whom Planned

HDF 651 is core requirement for all students enrolled in the first year of the HDFS Master of Science (thesis) program.

Instructor Information

Dr. Anne Fletcher
165-C Stone
acfletch@uncg.edu (quickest way to reach me)
Office Hours: by appointment – please e-mail me
Please do not hesitate to contact me with questions or concerns!

Bulletin Description

Examination of contemporary research findings in the field of human development.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:
Describe human development as it unfolds within diverse ecological contexts.

2. Identify, describe, evaluate, and critique key research methodologies, analytic strategies, and research findings in the field of human development.

3. Critically read, interpret, and synthesize research in order to become an informed consumer and producer of scientific knowledge.

4. Apply APA Style conventions to articulate, coherent, and grammatically correct professional writing.

**Teaching Methods and Assignments for Achieving Learning Outcomes**

Graded and ungraded assignments for this course include the following:

*Tutorials.*

Students will complete two online tutorials available through the University of Southern Mississippi library. Due dates for these tutorials appear later in the syllabus. These tutorials can be found at:

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php
http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html

Students should e-mail themselves (not the instructor) copies of the pretests and the posttests for these tutorials (if applicable), print these, and bring them to class and turn them in on the day indicated on the syllabus along with a signed copy of the plagiarism statement included toward the end of this syllabus. No written work will be accepted from any student until after these materials have been received (hard copy only) by the instructor.

*Discussion Questions (Student Learning Outcomes 1, 2, 3).*

For each class, each student is required to submit by 5pm the day before the class meeting a discussion question focused on a central/primary research finding from one of the assigned empirical articles. These questions must use students’ own words (no quotes or plagiarism) and must be checked for plagiarism using Turnitin. Questions should be between 50 and 100 words in length and open-ended in construction so as to stimulate class discussion. The assignment is to focus on a single question and to provide depth and elaboration in asking it. Please do not include multiple unrelated questions in a single posting. All students will be responsible for facilitating a part of the class discussion each week using their discussion questions.

Please turn in your discussion question in TWO locations on Canvas. First, turn it in as a Word document through the Assignment link and use Turnitin to check for Plagiarism. Note that you may resubmit your question as many times as you wish prior to
the submission deadline. If your Turnitin check indicates problems with wording, fix the
problems and resubmit the question. Once you are confident that the question is
acceptable in terms of original wording, you will also need to post it in the Weekly
Discussion Board as a response to my “Class Topic” thread for that week. All students
will then be able to view all questions for a given week either prior to or during class.

Grading will be based on both the quality (content and phrasing) of questions, as well
as the professionalism of facilitation and effectiveness in stimulating interesting and
appropriate class discussion. A grading rubric for discussion questions/facilitation is
available on Canvas. Questions will not be accepted for grading (i.e., will receive a 0
with no opportunity for correction) if they:

• Are shorter than 50 words or longer than 100 words.
• Include ANY direct quotations from any sources – writing this paper is an
  exercise in communicating about human development research using your own
  words!
• Use phrases or sentences from other sources (including the assigned articles)
  without placing them in quotation marks (PLAGIARISM – a violation of the
  UNCG academic integrity policy).
• Focus on a topic other than a central research finding from one of the assigned
  empirical articles for the week in question.
• Are turned in late.

Don’t forget to look at the discussion questions submitted by your classmates before
coming to class. Make sure you have a copy of all questions (electronic or paper) with
you in class.

Reflection Papers (Student Learning Outcomes 1, 2, 3, 4).

On seven occasions over the course of the semester, students will prepare brief
reflection papers (no more than two pages double spaced, plus an APA style cover page
and reference page) that reflect on a central/primary research finding from an assigned
empirical article for that week. There are a variety of ways in which these papers may be
framed, but all must focus/reflect on a central/primary research finding (we will discuss
how to identify such findings during early class meetings – if you are not sure what is a
central/primary research finding for a given article, send me an e-mail and ask!) from an
assigned article. As examples, you might discuss how a change in methodology might
have changed this finding, relate this finding to theories or research from other sources,
discuss application of the finding, or link the finding to current events or your own
research. Please note that these papers ARE NOT to include summaries of readings or
class discussion. Rather, they are to focus on a single empirical article assigned for the
week and demonstrate thoughtful consideration of the content and/or application of that
article beyond what was discussed in class - do not reiterate class discussion within
your paper. Students will be held to high standards in terms of content and writing.

Students will be graded on the quality of writing, use of APA conventions, originality
of thinking (going beyond what has been discussed in class related to your selected topic), and depth of thinking. A reflection paper is an exercise in preparing a short, articulate, thoughtful written document written with meticulous attention to APA Style conventions. Papers will not be accepted for grading (i.e., will receive a 0 with no opportunity for correction) if they:

- Are shorter than one page or longer than two pages.
- Include ANY direct quotations from any sources – writing this paper is an exercise in communicating about human development research using your own words!
- Use phrases or sentences from other sources (including the assigned articles) without placing them in quotation marks (PLAGIARISM – a violation of the UNCG academic integrity policy).
- Focus on a topic other than a central research finding from one of the assigned empirical articles for the week in question.
- Are not prepared using APA Style conventions.
- Are turned in late.

A grading rubric for reflection papers is available on Canvas.

Students will prepare reflection papers for seven weeks of their choice starting during Week 4 and extending to the last content week of the semester. This means that students will NOT turn in reflection papers for three classes of their selection during this part of the semester. Reflection papers must be submitted electronically by 5pm on the Thursday following the class session during which articles are discussed. The Canvas website for this class has been set up so that students must run papers through plagiarism checking software (Turnitin) in order to submit them. Please submit early so that if you discover you have inadvertently engaged in plagiarism, you will have time to make corrections and resubmit.

In computing final grades, the instructor will drop the lowest two reflection paper grades. However, there will be no opportunities for rewrites of papers.

Research Presentations (Student Learning Outcomes 1, 2, 3, 4).

Each student will be responsible for two class presentations focused on sharing with the class information about an empirical article focused on the week’s topic but that classmates will not have read. Dates on which students will present will be assigned during the first class meeting. For the presentation, each student will:

- Identify an additional empirical reading (quantitative or qualitative) on the week’s topic. These readings should come from one of the following top-tier peer-reviewed developmental journals and have been published within the last 5 years. If you wish to present an article from a journal not on this list, please consult with the instructor (regarding the journal, not the article) first. Acceptable journals will be those that focus on developmental topics and are considered the most “top tier” journals in
their areas. If you wish to use an alternative journal, be prepared to provide objective evidence (e.g., acceptance rates, citation statistics— not personal or professional opinion) that the alternative journal is of a quality similar to those listed below.

- *Child Development*
- *Developmental Psychology*
- *Gerontology Series B Psychological and Social Sciences*
- *Psychology and Aging*
- *Journal of Research on Adolescence*
- *Infancy*
- *Infant Behavior & Development*
- *Journal of Applied Developmental Psychology*
- *Development & Psychopathology*
- *Developmental Science*

The topics covered each week are extremely broad and the empirical readings already assigned represent only a small fraction of the research topics that would fit under the topical umbrella for the week. Presenting students should familiarize themselves with the assigned readings ahead of time and select an additional reading that focuses on a research topic that provides breadth to the week and avoids overlap with articles that have already been assigned. You are encouraged to select an article that adds diversity to the semester’s readings with diversity broadly defined and including atypical development, socioeconomic diversity, ethnic/racial diversity, international diversity, diversity in age, diversity in sexual orientation, and diversity in research methods—to name a few. Please do not ask the instructor to assist you in selecting this article or to pre-approve the article you select. Choosing the article is a part of the assignment.

- Prepare a 10-15 minute presentation that presents the research from this article to the class. This presentation will include a Powerpoint or Prezi slide show. All wording on slides should be your own—no direct quotes or plagiarism. Your presentation/slides should include all of the following components: title slide, background/rationale for conducting research, relation to week’s topic and/or other readings assigned for the week, methods, central/primary findings, brief discussion of findings including strengths and weaknesses of the research, reference in APA format.
- Turn in a PDF of your article and a copy of your slideshow through Canvas. You will be required to check your Powerpoint or Prezi file for plagiarism using Turnitin before you submit it. Be meticulous in your attention to using your own wording on slides (NOTE: Canvas will likely also check your pdf through Turnitin—you may ignore the originality report for that check).

A grading rubric for this assignment is available on Canvas. Presentations will not be graded (i.e., will receive a 0 with no opportunity for correction) if they:
• Include ANY direct quotations from any sources – writing this paper is an exercise in communicating about human development research using your own words!

• Use phrases or sentences from other sources (including the assigned articles) without placing them in quotation marks (PLAGIARISM – a violation of the UNCG academic integrity policy).

• Focus on an article that is more than 5 years old or is not empirical in focus.

Class Participation (Student Learning Outcomes 1, 2, 3).

All members of the class are expected to actively participate in class discussion each week. Discussion consists of commenting on or raising questions about readings and introducing information (from this course, other courses, or other relevant experiences or observations) related to readings. Students are also expected to respond to others’ comments (e.g., request clarification or elaboration, build on what has been said, respectfully and informatively disagree). Every student should participate throughout the course of every class. Students should bear in mind that HDFS is a field based on empirically grounded knowledge and not personal opinion. Students are encouraged to share personal anecdotes and opinions, but only as they illustrate specific aspects of assigned readings. Participation will be graded based on both the quality and quantity of active class participation. To be sure that class participation is appropriate, students should ask themselves five questions about their participation after each class. Students will hand in their self-evaluations at the close of each class and the instructor will provide comments and student evaluations on a class-by-class basis on these same self-evaluation forms that will be returned to students. Class participation grades at the end of the semester will be based on instructor evaluation as provided on a class-by-class basis. I hope that such evaluation will be highly consistent with students’ self-evaluations! The questions students should ask themselves are:

• Did my participation focus on the central/primary research findings of the assigned articles?
• Did my participation accurately represent the content of the assigned articles?
• Was my participation balanced – did I talk neither considerably more nor considerably less than my classmates?
• Was my participation kind and sensitive to the needs and perspectives of my classmates?
• Did my participation move the discussion to a higher level of thoughtfulness and increase the group understanding of the assigned readings and their implications?

Syllabus Creation Project (Student Learning Outcomes 1, 2, 3, 4).

For the final project for HDF 651, students will develop a syllabus for a graduate level course (meeting once a week) in HDFS at UNCG focusing on some topic related to human development. The topic should be specific and emphasize development across at
least a portion of the lifespan (i.e., more than one developmental period). For example, students could develop syllabi for courses on attachment (including adult attachment), on peer relationships across the lifespan, or on externalizing behavior in childhood & adolescence. Not appropriate would be overly broad topics (e.g., lifespan development in general) or focused on only a single developmental period (e.g., infant development). Also, students should make sure that their topics are developmental and not focused on family studies topics (which will be addressed in coursework in future semesters). As an example, a syllabus focusing on marital conflict would be inappropriate because that topic is more “family” than it is “development.” Syllabi are to be created in Word and turned in through Canvas with Turnitin software. The syllabus should be preceded with a two page (double spaced) statement discussing the importance of your selected topic, why the readings you included in your syllabus were appropriate, why the selected learning outcomes are appropriate for a course focused on the empirical study of human development (and your topic in particular), and how your assignments for achieving learning outcomes are intended to do just that. Begin your syllabus on page 3 after a page break. Start your page numbering on page 1 of the syllabus. You must create every aspect of the syllabus yourself. You may not “borrow” wording, assignments, or readings from existing syllabi within or outside of the department – including HDF 651.

A grading rubric for this assignment is available on Canvas. Requirements for this assignment are as follows:

- Syllabus must adhere to UNCG standard course syllabus format requirements as described in the 2015-2016 Curriculum Guide (available online).
- Topic must be appropriate in terms of breadth and focus.
- Student Learning Outcomes must be appropriate for a course focused on the empirical study of a topic in human development.
- Assignments must be creative, appropriate, and relevant to specified Student Learning Outcomes.
- Each week includes at least two assigned readings that are empirical (qualitative or quantitative), appropriate to the weekly topic, and presented using full APA Style references.
- Two page introduction to the syllabus is clear, well-written, and contains required material.
- All wording, assignments, and readings are unique to the created syllabus and are not “borrowed” from existing syllabi within or outside of the department.

The assignment will not be accepted for grading (i.e., will receive a 0 with no opportunity for correction) if they:

- Include ANY direct quotations from any sources – writing in this course is an exercise in communicating about human development research using your own words!
- Use phrases or sentences from other sources (including the assigned articles) without placing them in quotation marks (PLAGIARISM – a violation of the
UNCG academic integrity policy).

- Are turned in late.

All work for all assignments is to be word processed, professional in appearance, coherent, grammatically correct and adhere to all APA style conventions (which include double spaced, 12 point Tines New Roman font, and one-inch margins). Students who are experiencing challenges related to their writing are strongly encouraged to make use of the UNCG writing center in the preparation of assignments.

**Evaluation and Grading**

Grading - Grades will be computed based on the following weighting system.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection papers* (5; 7 points each)</td>
<td>35%</td>
</tr>
<tr>
<td>Discussion questions &amp; Facilitation*</td>
<td></td>
</tr>
<tr>
<td>Research presentations*</td>
<td>12%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final syllabus project*</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Grading rubric available on Canvas

**Required Texts/Readings/References**


Additional course readings are available through Canvas.

**Topical Outline/Calendar**

August 23, 2016 – *Introduction to Class*

The course is organized according to developmental content chapters in Bornstein & Lamb (2015) with some adjustments. Each week students will read a chapter (or portion of a chapter) from Bornstein & Lamb and two empirical articles focused on the topic of the Bornstein and Lamb chapter. The chapter is intended to provide background. Class discussion and assignments will focus on the empirical readings.
NO STUDENT PAPERS THIS WEEK

August 30, 2016 – Psychobiology

Bornstein & Lamb, Chapter 4


***APA Style Pre- and Post-Tests Due***

NO STUDENT PAPERS THIS WEEK

Presentation/Discussion: APA Style

September 6, 2016 – Physical Development

Bornstein & Lamb, Chapter 5


***Plagiarism Pre- and Post-Tests and Signed Plagiarism Statement Due***

NO STUDENT PAPERS THIS WEEK

Presentation/Discussion: Plagiarism; Guest Speaker Pam Howe

September 13, 2016 – NO CLASS OR ASSIGNMENTS – The instructor is scheduled to be out of town this week. If for some reason this changes, class will meet this week and all other weeks on the syllabus will shift to one week sooner (so that the week without class is the last week of the semester)
September 20, 2016 – Cognitive Development

Bornstein & Lamb, Chapter 7


Research Presentation: ____________________________________________

September 27, 2016 – Language Development

Bornstein & Lamb, Chapter 8


Research Presentation: ____________________________________________

October 4, 2016 – Temperament

Bornstein & Lamb, Chapter 9 (pages 491 - 503)


Research Presentation: ____________________________________________

October 11, 2016 – Identity Development

Bornstein & Lamb, Chapter 9 (pages 503 - 524)


Research Presentation: ___________________________________________________

October 18, 2016 – NO CLASS – Fall Break

October 25, 2016 – *Attachment*

Bornstein & Lamb, Chapter 10 (pages 535 – 567; 555)


Research Presentation: ___________________________________________________

November 1, 2016 – *Parent-Child Interactions and Influences*

Bornstein & Lamb, Chapter 9 (pages 567 – 554; 555 - 568)


Research Presentation: ___________________________________________________

November 8, 2016 – *Peer Relationships*
Bornstein & Lamb, Chapter 11


Research Presentation: ____________________________________________

November 15, 2016 – *School Influences on Development*

Bornstein & Lamb, Chapter 12 (pages 645 - 698)


Research Presentation: ____________________________________________

November 22, 2016 – *Neighborhood & Community Influences on Development*

Bornstein & Lamb, Chapter 12 (pages 698 - 709)


Research Presentation: ____________________________________________

November 29, 2016 – *Applied Developmental Psychology*


***Final Project Due 1pm in class***

**Academic Integrity Policy**

Students should refer to the UNCG Academic Honor Policy in the UNCG Student Handbook and discuss this policy with me should they have any questions. Students are expected to structure their behavior regarding this course with consideration of the principals stated in the Academic Integrity Policy. Failure to abide by the UNCG Academic Honor Policy will result in penalty up to and including possible course failure and referral to UNCG Student Affairs for disciplinary action.

Students are reminded that any attempt to represent the ideas or words of another as one's own is plagiarism and a violation of the UNCG Academic Integrity Policy. **Students who reproduce phrases or sentences from the work of others in their own writing without appropriate quotation marks and page references have committed plagiarism and will receive a 0 for the assignment and documentation concerning the incident will be sent to UNCG Student Affairs.**

**Attendance Policy**

Punctual, consistent attendance is required. Emergencies arise, and it is understood that there may be circumstances that prevent a student from attending a single class session. However, missing two or more classes is a serious problem as in such cases students will have missed a substantial amount of class content. Missing two or more class periods may result in course failure.

**Final Examination**

There is no final exam for HDF 651.

**Additional Requirements**

Policy regarding late assignments - All written assignments are due as indicated on the syllabus and in Canvas. Assignments will only be accepted late if prior approval is obtained from the instructor. Messages left on the instructor’s voice mail or e-mail do not constitute prior approval. Late work (if it is accepted) may receive a one letter grade
penalty for each day it is not turned in – with the first deduction taken the day and time the assignment is due.
Statement Regarding Plagiarism

Broadly speaking, plagiarism involves representing the work of another person as one’s own. All of the following are included in the definition of plagiarism:

- Representing the ideas of another as one’s own
- Representing as one’s own a paper or assignment written by another person
- Including within a paper or assignment sentences or phrases used verbatim from another source without enclosing the quoted words within quotation marks and indicating the source and page number of the quotes.

It is essential when summarizing the findings from a research article that the words used are your own and not plagiarized from the original source. Plagiarism is a clear violation of the UNCG Academic Honor Policy. In addition, re-arranging the phrases or sentences of another in one’s own paper or changing a few words within sentences or phrases taken verbatim from other sources does not constitute original writing and is considered plagiarism.

By signing below, you are indicating that you understand what constitutes plagiarism and understand that if you commit plagiarism on a paper handed in for credit in HDF 651, you will receive a grade of 0 for the assignment and that documentation concerning the incident will be sent to UNCG Student Affairs.

Signed  ______________________________________

Printed Name  ______________________________________

Date  ______________________________________