

# *The University of Texas at Dallas*

## *Course Syllabus*

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### **Course Information**

*Course number:* CLDP/PSY 3332.001

*Course title:* **SOCIAL & PERSONALITY DEVELOPMENT**

*Term:* FALL 2013

*Meeting times:* **Mondays & Wednesdays 10-11:15am, GR 4.301**

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### **Professor Contact Information**

*Professor's name:* Dr. Huxtable-Jester

*Phone number:* 972-883-6434 (I can return calls to local numbers only)

*Email:* [drkarenhj@utdallas.edu](mailto:drkarenhj@utdallas.edu) (twitter @drkarenhj #spd)

*Office location:* JO 3.116

*Office hours:* <http://drkarenhj.youcanbook.me/>

Use this link to make an appointment any time. This adds your appointment directly to my calendar and sends you a reminder message. I am always in my office an hour before and after class, and you are welcome to stop by without an appointment.

*Other information:* Email is the fastest and best way to reach me. **Please put the course name in your subject line [SPD] and use your UTD email account, or use the eLearning mail system.**

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*Required prior knowledge or skills:* Child Development (CLDP/PSY 3301) or Educational Psychology (CLDP/PSY 3339) or Lifespan Development (CLDP/PSY 4334).

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### **Course Description**

This course examines how people come to be who they are, and how change and continuity work together over time. Basic concepts of developmental theory will be reviewed. We will study the infant's first social relationships, and how scientific investigation reveals the connections between early temperament and mature personality. Next we examine how children function within increasingly complex and varied social environments. Topics covered include children's interactions with others and how this influences their development in such areas as parent-child and peer relationships, self-concept and identity, motivation, moral development, and aggression. We will consider the family and peer systems in which children develop. We will ask how all three systems (self, peer, and family) influence and are influenced by the transition through adolescence. This course assumes an introductory background in child or life span development.

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### **School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes**

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn. This chart shows how the assignments will help you to achieve the course objectives.

After completing the course, students will have achieved the following objectives:

Student learning objectives/outcomes	Method of assessing achievement of objectives		
Goal 1: Knowledge Base in Psychology	Exams	Research Summary & Review	In-class Activities
1.1 Describe and explain the nature of Developmental psychology as a scientific discipline.	X		
1.2 Describe and analyze major theoretical perspectives and overarching themes of Developmental psychology and their historical development.	X	X	
1.3 Describe, apply, and analyze five selected content areas within Developmental psychology.	X	X	X
Goal 2: Scientific Inquiry and Critical Thinking			
2.1 Identify and explain different research methods used by Developmental psychologists.	X	X	X
2.2 Explain and apply basic statistical analyses and employ critical thinking to evaluate the appropriateness of conclusions derived from their use.			
2.3 Locate, accurately summarize, and evaluate bodies of scientific literature in psychology in order to construct an argument.		X	
2.4 Use critical thinking to design and conduct basic studies to address psychological questions using appropriate research methods.			
2.5 Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.	X	X	X
Goal 3: Ethical/ Social Responsibility			
3.1 Apply ethical standards to evaluate Developmental psychological science and practice.	X		X
3.2 Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.	X	X	
Goal 4: Communication			
4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).		X	
4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).			X
Goal 5: Professional Development			
5.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities.	X	X	X
5.2 Demonstrate competence in effectively collaborating with others.			X
5.3 Develop meaningful professional direction for life after graduation.		X	

**"Learning is not the product of teaching. Learning is the product of the activity of the learners."**

**—John Holt**

## Textbooks and Materials

### ***NO LAPTOPS OR OTHER ELECTRONIC DEVICES***

1. Dweck, Carol S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press. ISBN 1-84169-024-4.
2. You will respond to in-class activities using a response clicker, the Response Card RF-LCD made by Turning Point. These can be purchased in bookstores on and off campus.
3. Most of the reading assignments for this class will come from primary source materials (i.e., journal articles), book chapters, review articles, and other sources. Details will be discussed in class.
4. Pick up 4 *Exam System II #229630* answer sheets for exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam.
5. We will be using the eLearning system throughout the semester for recording your grades, for providing supplemental readings and handouts, and for you to submit your journal entries. Please understand that technical difficulties are not acceptable excuses for failing to submit work correctly and on time. Planning ahead will give you time to recover from technical difficulties; it is risky to wait until the last minute to submit assignments.

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If you experience any problems with eLearning, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UT Dallas Computer Help Desk at 972-883-2911.

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### **Undergraduate Teaching Internship Opportunity**

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

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### **Assignments & Academic Calendar**

*Topics, Reading Assignments, Due Dates, Exam Dates:* See calendar on next page.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

You will notice that the calendar is deliberately incomplete. Details regarding reading assignments and how to locate those assignments will be determined as we proceed. Everything you will need to know will be discussed in class. Topics may be changed or moved around depending on how students' interests develop over the course of the semester.

Please check for updates in eLearning for more information about the nature and timing of reading assignments.

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**PSY/CLDP 3332.001 ♦ SOCIAL & PERSONALITY DEVELOPMENT ♦ Fall 2013**

<b>MONDAYS</b>	<b>WEDNESDAYS</b>
<u>AUG 26</u> Course overview & introduction to developmental psychology	<u>AUG 28</u> <b>Unit 1: Foundations of development: Early relationships and lasting influences</b> Theories of development; Read Scarr 1983, Bronfenbrenner 1994
<u>SEPT 2</u>  NO CLASS	<u>SEPT 4</u> —CLICKERS NEEDED AS OF TODAY Research methods clicker review In eLearning, read the web article about pacifiers, and the one about the hospital visit
<u>SEPT 9</u> Attachment as the context of development Read Koren-Karie 2002	<u>SEPT 11</u> Attachment, continued Read Leerkes 2011, Dozier 20006  <b>Plagiarism Tutorial Certificate of Completion DUE IN CLASS TODAY</b>
<u>SEPT 16</u> Early emotional development and emotion regulation	<u>SEPT 18</u> Temperament & goodness of fit  <b>Research Summary #1 DUE in eLearning BEFORE 9am</b>
<u>SEPT 23</u> Influence of parents and families	<u>SEPT 25</u> Attachment beyond the early years
<u>SEPT 30</u> <b>EXAM 1</b>	<u>OCT 2</u> <b>Unit 2: The inner world of the child</b> Self-concept and identity development  <b>Peer Review #1 DUE in eLearning BEFORE 9am</b>
<u>OCT 7</u> Social cognition	<u>OCT 9</u> Self-theories and motivation Read Dweck book chapters 1-6
<u>OCT 14</u> Motivation and achievement Read Dweck book chapters 7-12	<u>OCT 16</u> Self-theories and personality Read Dweck book chapters 13-19

Continued on next page →

MONDAYS	WEDNESDAYS
<u>OCT 21</u> Play and fantasy	<u>OCT 23</u> Self-regulation and executive function  <b>Research Summary #2</b> <b>DUE in eLearning BEFORE 9am</b>
<u>OCT 28</u> Effortful control, emotional competence	<u>OCT 30</u> Influence of school experiences
<u>NOV 4</u> <b>EXAM 2</b>	<u>NOV 6</u> <b>Unit 3: Relating to others: The self in a social world</b> Peer relationships  <b>Peer Review #2</b> <b>DUE in eLearning BEFORE 9am</b>
<u>NOV 11</u> Moral development	<u>NOV 13</u> Prejudice and stereotyping
<u>NOV 18</u> Aggression and antisocial behavior	<u>NOV 20</u> Sexuality and gender development
<u>NOV 25</u>  NO CLASS	<u>NOV 27</u>  NO CLASS
<u>DEC 2</u> Influence of media, sources outside the family  <b>Research Summary #3</b> <b>DUE in eLearning BEFORE 9am</b>	<u>DEC 4</u> Influence of schooling
<u>DEC 9</u> Major themes in social and personality development; resilience	<u>DEC 11</u> <b>EXAM 3</b>  <i>This is our last class meeting— we do not meet during finals week!</i>
<u>DEC 16</u>  NO CLASS  <b>Peer Review #3</b> <b>DUE in eLearning BEFORE 9am</b>	Final course grades viewable online December 20, 2013

## Grading Policy

The basis for assigning grades in this course will be as follows:

	Points	% of final grade
Exams (3 @ 50 pts each)	150	60%
In-class activities	25	10%
Research summaries (3 @ 20 pts each)	60	24%
Summary Peer Reviews (3 @ 5 pts each)	15	6%
TOTAL	250	100%
Plagiarism tutorial--REQUIRED	5	40%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
232-250	93-100%	A
224-231	90-92%	A-
219-223	88-89%	B+
207-218	83-87%	B
199-206	80-82%	B-
194-198	78-79%	C+
182-193	73-77%	C
174-181	70-72%	C-
169-173	68-69%	D+
162-168	65-67%	D
0-161	0-64%	F

Course grades will be available December 20, 2013.

*I want to help you be successful in this course in every way I can BEFORE the end of the semester. After the last exam, the course is over. At that point, I simply cannot and will not give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.*

*It is your responsibility to keep track of your grades so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).*

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any exams or assignments within THREE WEEKS of when the grade was assigned. Please do not wait until the semester is over.

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## Course & Instructor Policies

**NO LAPTOPS or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) will be allowed to be used during class time.** I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. It has become necessary to ban use of laptops and other electronics.

*Extra credit:* Absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see

me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

*Late work:* All assignments must be completed before class begins on the day they are due. **Late assignments will not be accepted.** Please note that assignments submitted through eLearning can NOT be made up for any reason.

*Class participation:* **Class participation is required**, and is assessed by your participation throughout each class period. Because participation will be assessed using clickers, you must remember to bring your clicker to every class session. Not having your clicker, arriving late, or leaving early all result in zero participation points for that day. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me.** You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of Exams, and details given regarding assignments.* **Please see me for help any time!**

*Etc.:* Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

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Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

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## UT Dallas Syllabus Policies and Procedures

You are responsible for understanding the University Policies that may be seen at:  
<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies  
Student Conduct & Discipline  
Email Use  
Withdrawal from Class

Student Grievance Procedures  
Incomplete Grade Policy  
Services for Students with Special Needs  
Religious Holy Days

**Also, please be sure that you understand the following Course & Instructor Policies:**

### Academic Integrity

I expect from you—and from myself and every member of the academic community—a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating,

plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

**Plagiarism, especially from the web, from any textbook, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).** This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Please note that academic integrity means more than just avoiding plagiarism or cheating. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I am asking you to join me in supporting the culture of academic honor in this class and at this university.

To signify endorsement of academic integrity and a promise to behave with integrity, all students will sign the following Honor Pledge that will be attached to and submitted with each exam:

I pledge that I have not given, received, or used any unauthorized assistance  
In preparing for or completing this exam, and that the work presented herein is entirely my own.

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#### **Video, audio, or other recording in class**

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

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***Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.***

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## Detailed Descriptions of Course Assignments: Plagiarism Tutorial, Exams, Research Summaries and Reviews, and Class Participation

### Plagiarism Tutorial

You must complete this tutorial before you can write or review any research summaries. The tutorial is worth 5 points of course credit, but is a required step that you must complete before you can earn credit for any other assignment. Failure to complete the tutorial at the required level of proficiency will result in a 40% reduction of your course grade (i.e., no credit for the writing assignments). Certificates will not be accepted by email.

#### Instructions:

1. Use the website  
[http://www.umuc.edu/prog/ugp/ewp\\_writingcenter/modules/plagiarism/start.html](http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html) to complete your plagiarism tutorial and quiz.
2. Review the tutorial and retake the quiz as many times as is necessary to earn a grade of 100% correct on the quiz.
3. Print your “Certificate of Completion” and bring it to class on or before the deadline indicated in the course calendar.

### Exams

1. **Three Exams** will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice and essay, based on material from the readings, including selected research summaries, lectures, videos, and class discussions.
2. See me early if you need help preparing for an exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
3. Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the Exams. Keeping up with the readings is essential. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
4. **Make-up Exams: You must be present for exams.** If you might miss an exam, notify me by EMAIL or at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of the Exam. If you wait to talk to me at the next class meeting, you will not be able to make up the Exam. Make-up Exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the Exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the Exam to attend an urgent event supported by verifiable documentation. In any of these cases, you must notify me in advance of the scheduled time of the Exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive 0 points. It is your responsibility to make sure that the Exam is made up **before the next class** session or within one week. If you do not show up for your makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up Exams are in essay format and designed to be more difficult to compensate for having more study time.

### Research Summaries

I’m sure you have noticed that we are not using a traditional textbook this semester. Instead, **we are going to *work together and create our own textbook***. Your part in this project will be to

help locate and summarize reports of original research that can serve as the scientific foundation of the textbook. You also will read each other's work and give each other feedback. The research you select will correspond to each of the three areas of investigation that I have identified as the main units of the course. I will show you how to decide what makes a particular article appropriate to summarize, and in class, I will show you how to get started.

You will locate and summarize three research articles, one corresponding to each of the three main units of the course. Each summary will be no less than one and no more than 1 ½ pages in length.

Do NOT write your name or other identifying information anywhere in the paper you upload to the eLearning/turnitin system. I will know which paper is yours. Even though I can see what you write and who has reviewed each paper submitted, your papers and reviews are anonymous only if you **do not add your name to your paper**.

#### **Goals:**

1. Browse for and retrieve a relevant journal article from the library's PsycInfo database.
2. Read a report of original research in developmental psychology.
3. Refine your ability to summarize the key elements of a report of original research.
4. Learn how to cite your source using APA style and write the corresponding reference as it would appear on a References page.
5. Submit your paper to turnitin.com and use the originality report to improve your paper.
6. Use the Peer Review system in eLearning to develop your skill in giving accurate and informative feedback as a reviewer of others' writing. Some or all of the papers you review will summarize research that you have not read.

Be sure to read the article about how to read journal articles at <http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>.

#### Working with turnitin.com

Papers submitted in eLearning are automatically linked with [www.turnitin.com](http://www.turnitin.com). Write your summary on your word processor and save it. Upload your finished, saved paper from Word to eLearning before the paper deadline indicated in the syllabus. After you upload your paper, you should be able to view your turnitin.com Originality Report. Check to see if you have overlap between your writing and sources in the turnitin.com database (this will include the article you are summarizing, but it may appear as a "student paper"). If you have overlap (even if it seems to be with another student), you probably have not paraphrased sufficiently (0%=zero overlap). Revise your paper as needed and submit it to turnitin again and as many times as necessary to make sure your paper is original. You do NOT need to bring your turnitin.com originality report to class because I can see it online. If you have an unacceptable level of overlap, however, your case will be referred to the Office of Judicial Affairs.

#### **Guiding Questions:**

Ask yourself the following questions as you write and revise your paper. They specify exactly how the papers will be evaluated.

#### **CONTENT**

1. Have I used a clear introductory statement, stating the problem addressed by the study and introducing the researchers' approach to the problem? Did I describe the purpose of the study and/or hypotheses clearly, in my own words, without merely giving a list?
2. Did I cite the study I am summarizing correctly, using only the researchers' last names and year of publication, the first time I mentioned the study?

3. Have I summarized the key elements of the method of investigation? Did I explain how many participants were involved and their characteristics? For an experimental study, did I explain which variables were manipulated, which were measured, and how? For a correlational study, did I explain which pre-existing variables were measured?
4. Did I explain what the results revealed? Did I give the reader a clear understanding of what the researchers found?
5. Did I explain and elaborate on the implications of these results for practice or future research? Did I give the reader a clear understanding of what the results mean?
6. Did I demonstrate a thorough understanding of the study?

#### STYLE

7. Is my summary free of spelling, grammatical, and punctuation errors?
8. Does my writing flow smoothly, with a logical progression from one idea to the next and smooth transitions indicating connections between ideas?
9. Is my argument clear and easy to understand?

#### Writing Prompt:

Choose one article using the criteria discussed in class, read it carefully, and summarize the key points (purpose, method, results, discussion). Be sure to cite your source and list the reference using APA style, as described in your syllabus and in class.

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### Detailed Instructions for the Research Summary

This writing assignment is intended to help you to refine your ability to summarize and critically evaluate reports of original research in psychology. You also will learn how to cite your source and write the corresponding reference for the References section using APA style.

#### Reading and understanding reports of original research

Print the **pdf** version of the entire article. Just as if you were planning to write a traditional term-paper using this article as one of your sources, you will need to take notes to help you remember and organize what you read. Use the **guidelines for organizing your research summary** (listed below) to take notes on this research report.

Write a brief summary of the research investigation you read about. Remember, you are not writing about an *article*, you are writing about someone's research, about their attempt to ask and then answer an interesting or important question. It is better not to refer to "the article" when *the research process itself is your focus* (it is better not to refer to it as "the present study" either, for example, because it is not your study and it is not present). Anyone reading your one-page paper should know exactly what the study was about without having to read it. To give you an idea of how to estimate the length required, your summary should be close to one double-spaced page in length, using 12-point font (Times Roman) and 1-inch margins, with 3-4 paragraphs, and no paragraphs that consist of a single sentence. You are writing in APA style, so please **do not use first person**. The research you are summarizing was conducted in the past, so it will be appropriate to use past tense when describing what the researchers and participants did and what the researchers found.

#### Learning objective: Identify and summarize the main sections of a research report, and cite your source appropriately

In one double-spaced page, summarize the research that was done. Cite the source you are summarizing using APA style. Check the APA format website linked in eLearning if you are unsure of how to do this—using a correct citation is necessary for this assignment—if you omit your citation, your reader will not understand where you got your information and you will be *plagiarizing*. Please be sure to

organize your summary into 3-4 paragraphs. Your reviewers will find it difficult to read a single long paragraph.

Citing your source means that you indicate where your information comes from. You do this as part of your paper (in the body of the text) instead of using footnotes or endnotes. All APA style in-text citations must include the authors' last names (NO initials) and the work's date of publication. If you were to use a direct quotation you also would give the page number, but do not use any quotations in this paper. *Do not copy from the article, either—you summarize the research by paraphrasing it—put it in your OWN words.* Also, because this paper is only one double-spaced page in length, and you are only using one source, it will be sufficient to cite your source one time only, near the beginning of your summary. **Examples of the three possible APA style citation formats** (with the matching reference) look like this:

Researchers investigated whether children enrolled in didactic, highly academic preschools and kindergartens demonstrate negative outcomes on several measures of motivation as compared to children in child-centered programs (Stipek, Feiler, Daniels, & Milburn, 1995).

Stipek, Feiler, Daniels, and Milburn (1995) conducted a correlational study of the relationship between type of instructional programming (didactic vs. child-centered) and the achievement of basic skills and the motivation of 227 4- to 6-year-olds.

In 1995, Stipek, Feiler, Daniels, and Milburn examined the impact of two types of instructional approaches on the academic achievement and motivation of children in preschool and kindergarten.

#### References

Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. *Child Development*, 66, 209-223. (Note: this is an example, not one of the articles for your assignment.)

Use one of these three possible APA style citation formats—**don't** name the article or the journal in which it appears (or the authors' first names, initials, or affiliation...) in your summary. Also, be sure to paraphrase your source without using direct quotations. Your organization guidelines will be very handy, here. You do not need to write a title on your summary page, and do not use subheadings (your paper should be clear without them).

The purpose of this exercise is to help you learn how to include discussion of others' research in the papers you write (and, ultimately, in the decisions you make!). **Very briefly and clearly, you should be able to explain the purpose of the study, how it was conducted, what was found, and what it means.** When you are writing a critical review of research literature, you need to be able to discuss the research in terms of examining the question that the investigators asked and how they went about answering it, rather than simply accepting their results (or worse, their conclusions) as the only part of the article worth reading.

### **Listing references**

Including a reference, but not on a separate page, will be necessary for this assignment. I'll show you what I mean in class.

Please remember that the penalty for plagiarizing any part of your paper may include *but is not limited to* earning zero credit for that assignment. If you have been found to have plagiarized your paper and don't get credit for it, then the penalty extends to the plagiarism tutorial. The logic is that the tutorial and turnitin assignments were intended to prevent you from turning in a plagiarized paper, but if you didn't benefit either from what you learned by taking the tutorial or by seeing the high percentage in turnitin, then you can't earn credit for those either.

### **Guidelines for Organizing your Research Summary**

**To organize your summary of the research, make note of the following (by paraphrasing):**

1. **PROBLEM:** What was the purpose of this investigation? What issue was addressed? You'll find this in the Introduction.
2. **HOW INVESTIGATED:** How did the researchers go about answering their question? You'll find this in the Method section. Is this a correlational study, a descriptive study, a review of the literature, a survey, an experiment? The type of study should be obvious from your description of the study, and you should be aware of it as you interpret and evaluate the research.
3. **RESULTS:** What did they find out? Look in the Results section.
4. **INTERPRETATION:** What does it mean? What are the implications for practical application to real-world problems? You'll find this in the Discussion section.
  - a. **CRITICISM:** What are the limitations of this study? The authors themselves may have had something to say about this, and you may have more to add.
  - b. **DIRECTIONS FOR FUTURE RESEARCH:** What should be done in the future either to try again to answer the initial question posed here, or what questions were raised by these findings that should be answered next?

Please notice in particular that the quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. The Guiding Questions are your grading criteria.

**How to find articles in the library: we will discuss this extensively in class. Selecting and summarizing an article that is inappropriate for the purposes of this class will earn you ZERO credit. You are responsible for following the guidelines I tell you about in class. If you miss class, you will miss out on knowing what to do.**

Every article chosen for this assignment must be available electronically (and immediately) through the UTD library.

**IMPORTANT NOTE:** After you submit any assignments in eLearning, log out and LOG BACK IN TO CHECK to make sure the assignment uploaded properly. If it was not uploaded properly, and if you did not wait until the last minute to submit your assignment, you should have plenty of time to try again. If you do not check and resubmit, or if you waited until the last minute and ran out of time to check and resubmit, there is nothing I can do to fix the problem.

### Peer Reviews of Research Summaries

You will use the PeerMark system in eLearning to give and receive feedback on each other's Research Summaries. This system gives students the means to evaluate one another's papers in a systematic and anonymous way. This not only helps you to develop your own writing skills, but also helps you to develop the reviewing skills that are central to many professions.

For each Research Summary assignment, you will review the entries submitted by **nine** other students plus your own paper. Papers may be submitted up to **three weeks** in advance of the journal entry due date, and peer reviews are then submitted in the **two weeks** following that due date. After that week, journal grades are assigned by the instructor, and will reflect the accuracy and quality of *your* reviews and the quality of the paper you wrote. Writing a Research Summary but not writing the required reviews results in zero points for either portion of the assignment. If the system erroneously awards you points, but you did not complete all of the required steps in the assignment, those points will be deleted from your total points earned for the course. Reviews are worth 5 points for each article summarized, not each review. A Research Summary, 9 Peer Reviews, and 1 Self Review must be completed in order to earn any credit. You can't complete reviews without submitting a Research Summary, and you can't earn points for a Research Summary without also completing thoughtful reviews.

Thus, even though the Peer Review assignment is worth a small percentage of your course grade, it is **REQUIRED** for earning points on any of the Research Summaries. Write your paper using your own word processor (such as Word) and save it. Then you can upload your finished paper to eLearning/turnitin when you are ready. In turnitin, you browse for and then upload your actual Word file. Remember, it is critical that you meet the deadlines in the assignment. Be sure to keep track of the dates for each window of opportunity to complete the assignments!

**The following Guiding Questions will be used to complete the peer evaluations:**

**CONTENT**

1. Did the author use a clear introductory statement, stating which concept can be applied to the situation or example described?
2. Did the author give a clear example of the concept by explaining a specific situation or experience to which the concept can be applied?
3. Did the author explain how the example illustrates the concept?
4. Did the author elaborate on the implications of using this concept to better understand the example? How can this understanding be used in the future, for example?
5. Is the application of the concept described correctly? That is, is it consistent with the information provided in the textbook?

**STYLE**

6. Is the paper free of spelling, grammatical, and punctuation errors?
7. Does the writing flow smoothly, with a logical progression from one idea to the next and smooth transitions indicating connections between ideas?
8. Is the argument clear and easy to understand?

### Clickers and In-class Activities

This course will require the use of a clicker. A clicker is an audience response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the bookstores.

Attending and being prepared for class earns you credit for class participation. Responses to clicker questions will make up the majority of your participation grade.

As you can see, the in-class activities count toward the final course grade only if you miss all or part of no more than three classes (*this does not mean you are “allowed” to miss 3 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more for any reason, your overall grade will be affected. I am not going to keep track of the reasons for any absences or decide which are and which are not valid.

Quite often, we will use clicker questions to measure class opinions or perspectives, or to monitor comprehension of various concepts. Other times, clicker questions will be used to assess whether or not you have completed reading assignments before class or have paid attention to discussions during class. Clicker questions that have correct and incorrect answers are accountability questions. I will let you know which kind of question I am asking, but you should be prepared for both kinds in each class session. To earn credit for the accountability questions, you must come to class prepared and actively work to process course information effectively. If you do so, you will have no trouble answering 80% or more of the questions correctly.

Assignment of PREPAREDNESS AND PARTICIPATION POINT VALUES is as follows:

	Miss all or part of 2 or fewer classes	Miss all or part of 3 classes	Miss all or part of 4 or more classes
Answer 80% or more of clicker questions correctly	25 points	10 points	0 points
Answer less than 80% of clicker questions correctly	0 points	0 points	0 points

**Please note that this is a new system under development this semester. I'll notify you of any changes in class. These changes will be binding whether or not you were present for the notification.**

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Reading articles before class:

These are the kinds of questions I will expect you to answer about each article you read:

1. What was the purpose of this study?
2. Why was this problem worth investigating?
3. How did the researchers go about answering the research question? Be sure to explain who were the participants, what variables were manipulated and how, and what variables were measured, and how.
4. What did the results indicate?
5. What does this study help us to understand? What are the implications of the results?
6. What were some limitations of the investigation or of the conclusions drawn by the researcher?  
What is the next logical step for future research?