

**PSY 323-001 Developmental Psychology  
University of Kentucky**

**COURSE SYLLABUS, FALL 2022**

\*\*\*\*current August 22, 2022\*\*\*\*

**\*\*Note:** *Given the continued dynamic times we live in during the COVID-19 pandemic, it is critical for us all to understand and agree to several key things upfront. Firstly, the course content, calendar, and grading policies may be changed at the discretion of the instructor. Any changes will be announced via email and/or Canvas and/or in class. Each student is responsible for noting and recording these changes when they occur. It is imperative for our health and safety, as well as that of our families and loved ones, that we work as a team to uphold certain requirements and respond flexibly if circumstances change (e.g., if we must proceed with the course online or hybrid). Together, we will get through this, and I look forward to having fun with you along the way in learning developmental psychology!*

**COURSE DESCRIPTION:** Introduction to the principles of developmental psychology as seen in human growth over the lifespan. Emphasis is on theory and data about the developmental aspects of cognition, language, personality, emotions, and social relationships (3 credits).

**CLASS MEETS:** T/Th 12:30-1:45pm, Kastle Hall 213 (Note: class will be recorded via Echo360)

**CONTACT INFORMATION:**

**Instructor:** Rachel H. Farr, PhD (Dr. Farr; she/her)

**Office hours:** Mon 10-11am, Tues 2-3pm, or by appointment (Kastle Hall 012-B)

**Email:** [rachel.farr@uky.edu](mailto:rachel.farr@uky.edu); **Office phone:** (859) 257-4393

**Teaching Assistant (TA):** Kevin McAweeney (he/him; PhD student)

**Office hours:** Fri 10am-12pm (Bowman Hall 103 – look for “Farr & Brown Psychology labs”)

**Email:** [kamcaweeney@uky.edu](mailto:kamcaweeney@uky.edu); **Office phone:** (859) 257-1852

**COURSE GOALS AND OBJECTIVES:** This course will highlight important milestones of infant, child, and adult development. Students will explore how aspects of development interact to produce different outcomes across the lifespan. Students will consider the role of developmental research in everyday child-rearing situations, and how this research relates to controversies in child-rearing practices. Course goals will be met by engaging in the following objectives:

1. Explore both seminal and current research in developmental psychology.
2. Identify major milestones in development and understand how these milestones are related to both previous and future development and behavior.
3. Integrate theories of development to create a cohesive theory of lifespan development.
4. Apply research to address controversies and questions regarding child-rearing.
5. Practice the tools of psychological research through reading and analyzing research, writing effectively, and integrating concepts to answer complex questions.

**DESCRIPTION OF COURSE ACTIVITIES:** Learning in this course will come from actively participating in lecture (i.e., note-taking, discussion), reading the textbook (open access online), and completing assignments both online (via Canvas and My Virtual Life) and in class. You will need to read the text actively, ensuring you understand the content. I will present lectures and videos that are designed to extend your text's content, spark your interest, and clarify concepts. The lectures will routinely cover topics not mentioned in the text. Regular online quizzes, in-

class assignments, and the semester-long project will draw from all class material, including lecture, the text, and class videos. Thus, it is imperative to attend class. I highly recommend that you bring Lecture Notes (based on my PowerPoint slides and available in advance of each lecture on Canvas) to class (print and/or download beforehand) to add your own notes.

### REQUIRED MATERIALS:

**Textbook:** Your book for this course is available completely for FREE as an “open access” resource. Click here for your [Lifespan Development text](#). Scroll down to where Module 1 starts for the actual text, which is followed by subsequent modules. I recommend using the online version of the text, as it is most up-to-date, but alternatively, there is a slightly older version of the text available via Canvas (under Files) as a PDF.

**My Virtual Life:** This course requires an online Pearson digital product, “My Virtual Life (MVL)”, that involves simulations of actual development. The **least expensive** way to access MVL (\$54.99) is directly through the MVL website: <https://www.myvirtuallife.com/>.

To access our course on MVL, go to the above MVL website and either sign in to your existing Pearson account OR create a new account if this is your first Pearson digital product by clicking **Register**, as a **Student**, then “No, I need to buy access” when prompted about the access code. (NOTE: DO NOT PURCHASE “My Virtual **Child**” – you want to have access to **My Virtual Life**.) Once registered, be sure to enter the unique **class ID: 14502** associated with our PSY 323-001 course for this Fall 2022. MVL can be accessed wherever you have internet (e.g., phone, tablet, computer, etc.); Chrome and Firefox are recommended.

You will be responsible for assignments for **two My Virtual Life simulations**:

1. “Raise child” (birth to age 18) – make decisions as a hypothetical parent.
2. “Adult simulation” (age 18 to late adulthood) – make decisions about your adulthood.

**COURSE WEBSITE:** <https://uk.instructure.com/> (note: avoid Safari as a browser with Canvas) Our course has a Canvas website. Log in with your link blue ID and password. Here you will find the syllabus, lecture notes and project resources, quizzes, and important websites for your My Virtual Life and your (free) textbook.

**TECHNICAL ASSISTANCE:** Please contact the following (**not your instructor**):

- **Canvas:** [UK Tech Help](#), [218help@uky.edu](mailto:218help@uky.edu), (859) 218-HELP (or 859-218-4357)
- **Pearson rep, Vincent Starko:** [vincert.starko1@pearson.com](mailto:vincert.starko1@pearson.com)
- **Pearson tech support (MVL):** (800) 677-6337; [chat and email](#) (Students need to click the “contact us” link at the top right corner and complete a short form describing their issue. Once they submit the form, they will get a pop up with a phone number to call or a link to chat online with a tech specialist, whichever they prefer. That way, they will be put in touch with the correct specialist for their issue. Pearson Support is available 24/7 for students.)

### SUMMARY DESCRIPTION OF COURSE ASSIGNMENTS:

**Readings:** Visit Files on Canvas for a pdf of the text, or [https://courses.lumenlearning.com/wm-lifespandevelopment/?utm\\_referrer=https://lumenlearning.com/courses/lifespan-development/](https://courses.lumenlearning.com/wm-lifespandevelopment/?utm_referrer=https://lumenlearning.com/courses/lifespan-development/) for FREE online access to the Lifespan Development text. Reading assignments for individual modules are provided, but not graded; deadlines are given in the course schedule (below).

**Quizzes (13, worth 15 points each – 195 points):** On Canvas, there will be 13 quizzes (each with 15 questions) throughout the semester (see course schedule below for deadlines) that

heavily rely on class material. Read and study your lecture notes and text before each quiz. To maximize your performance, wait to attempt the quiz until you have had all relevant content covered in lecture (see course schedule for relevant lecture topics and quiz deadlines).

**In-Class Responses (10, worth 15 points each – 150 points):** There will be at least 10 In-Class Responses (ICRs) that will be given at **unannounced dates** during the semester. (If we have more than 10, your grades for the best 10 assignments will count.) ICRs must be turned in via Canvas. Each paper is worth a maximum of 15 points (**150 total for all 10 ICRs**). If you are not in class, you must complete the ICR *before the next class period* in order to receive credit. It is your responsibility to keep up with class materials so that you are aware of when ICRs are given. Only in the case of an Excused Absence (see procedure below) will an alternative assignment be considered. If granted, the alternative must also be completed by the next class.

**My Virtual Life (MVL; 11 assignments – 155 points):** You will participate in 2 online simulations (Raise child and Adult simulation) on the MVL website that will include 9 **graded** writing assignments worth 15 points each. Both simulations start with selecting your gender and (hypothetical) partner's gender, selecting physical features, and taking a personality assessment, including cognitive skills. You'll also receive 10 points each for simply setting up your child and adult avatars (2 assignments). See due dates below as well as the "**MVL Assignment Instructions**" (starting on **pgs. 7-12 in this document**). As with the quizzes, to maximize your MVL performance, wait to submit written assignments until all relevant content has been covered in lecture (see course schedule for relevant lecture topics and deadlines).

**Course Project (200 points, 50 points for Rough Draft, 150 points for Final Paper):** You will complete a course project designed to enhance and enrich your learning of developmental psychology in 2 parts (a **rough draft** and a **final paper**), submitted on Canvas via TurnItIn. See "**Project Instructions**" and "**Rubric**" documents from **pgs. 13-21**, and the course schedule below for deadlines. Do start early, as it is intended to take the semester to complete.

**\*\*Note:** All assignments must be completed by the deadlines specified. No unexcused late assignments are accepted. (Please refer to EXCUSED ABSENCES policy below.)

## **COURSE POLICIES:**

**Success in PSY 323:** You will succeed in this course if you (a) come to class, take good notes (using lecture notes provided; **studies show we learn best when notes are written by hand**), and participate actively, (b) keep up with the readings and assignments, (c) ask questions (in class and office hours), and (d) review the material regularly: re-read the text and lecture notes, review past quizzes, and talk with your classmates and me! It will be a great class experience if you and your classmates commit to several basic standards. You will maximize what you learn and contribute to a positive learning environment by adhering to these guidelines.

### **Attendance and Absences:**

- Come to class. You will be unlikely to succeed without regularly attending. Please be in your seats ready to participate by the start of class. I promise to begin and end on time; please be respectful to me and your classmates by giving full attention for the class period.
- Any students behaving in ways that are distracting, disrespectful, or otherwise detract from the learning experience will be asked to leave at the instructor's discretion.
- If you have a question, please raise your hand. If you must leave early or arrive late for any reason, please inform me ahead of time.

- **Important:** My PowerPoint slides are protected by federal copyright and state common law. You are permitted to take notes in class based on these slides, which extends only to making one set of notes for your personal use, sharing one copy of those notes with another enrolled student in this class for their own studies, and no other use (such as taking photos of slides). You are not authorized to make copies of slides or lecture notes for commercial use without express written permission from me.
- The penalty for NOT following any of the above rules may be a “0” on the current or next in-class/out-of-class activity, or other class assignment.

**Excused Absences:** Occasionally, extraordinary circumstances arise that cause you to miss class or assignments. If you need notes you missed, talk to a classmate, and/or attend office hours. The only way to make up a missed assignment is by completing an “**Excuse Form**” posted under Files on Canvas. In the event of missing an assignment, fill out the form by the next class or within a reasonable amount of time after the absence (generally no more than one week). Email or hard copy is fine. Be sure to **include your name and student ID with all documentation**. You will be notified by email within 1 week with the outcome of the request.

Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) university-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for non-attendance” by the professor. Faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the University Liaison in the Dean of Students Office, 2 Alumni Gym, (859) 257- 2754. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to university policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the Code of Student Rights and Responsibilities. For complete information, visit: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

**STUDENTS WITH DISABILITIES:** It is university policy to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. **If you have a documented disability requiring academic accommodations, please see me as soon as possible during my scheduled office hours.** In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC; Contact: Director David T. Beach, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu); (859) 257-2754; <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

#### **ADDITIONAL RESOURCES:**

#### **Presentation U! Peer Tutoring**

Seek us out if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Visit [www.uky.edu/UGE/pres-u](http://www.uky.edu/UGE/pres-u) for more information.

### The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. For a complete list of subjects that are tutored and the full schedule, as well as more information about the other services: <http://www.uky.edu/thestudy>

### GRADING:

Your grade will reflect the percentage of the added total of all assignments that you earn (see table below). If you want to review your grade, please set up an appointment with me.

| Course requirements       | Points allotted  | Maximum points |
|---------------------------|--|----------------|
| Quizzes (Canvas)          | 13 quizzes = 15 points (maximum) each  | 195            |
| My Virtual Life (MVL)     | 9 assignments = 15 points (maximum) each<br>2 assignments = 10 points each (2 avatars) | 155            |
| In-Class Responses (ICRs) | 10 ICRs = 15 points each   | 150            |
| Course Project            | Rough draft = 50 points<br>Final paper = 150 points                                    | 200            |
| <b>TOTAL</b>              | <b>13 quizzes, 11 My Virtual Life (MVL) assignments, 10 ICRs, 1 Course Project</b>     | <b>700</b>     |

**Grade cutoffs (firm) for final grades are: A (627-700); B (557-626); C (487-556); D (417-486)**

**Note: Midterm grades** will be posted in myUK by the deadline established in the Academic Calendar, <http://www.uky.edu/registrar/content/academic-calendar>.

### COURSE SCHEDULE:

All dates for your online assignments listed below are the dates that they are DUE; they must be completed **BEFORE 11:59pm EST** that day!

| Date | Day | Lecture Topic                            | Text  | Quizzes (Canvas)                     | MVL / Project                |
|------|-----|--|-------|--------------------------------------|------------------------------|
| 8/23 | T   | Course Introduction;<br>What is Dev Psy? |       |                                      | REGISTER<br>MVL website      |
| 8/25 | R   | A Cultural Approach to<br>Human Dev      | Mod 1 |                                      |                              |
| 8/30 | T   | A Cultural Approach to<br>Human Dev      | Mod 2 | #1 (Cultural Approach to<br>Hum Dev) | Read Project<br>Instructions |
| 9/1  | R   | Genetics and Prenatal<br>Development     | Mod 3 |                                      |                              |
| 9/6  | T   | Genetics and Prenatal<br>Development     |       |                                      | Read MVL<br>instructions     |
| 9/8  | R   | Genetics and Prenatal<br>Development     |       | #2 (Genetics & Prenatal<br>Dev)      |                              |
| 9/13 | T   | Birth & Newborn Child                    | Mod 3 |                                      | Begin Course<br>Project      |
| 9/15 | R   | Birth & Newborn Child                    |       | #3 (Birth & Newborn)                 |                              |

| Date  | Day | Lecture Topic   | Text   | Quizzes (Canvas)        | MVL / Project                |
|-------|-----|---|--------|-------------------------|------------------------------|
| 9/20  | T   | Infancy   | Mod 4  |                         | Create "child" avatar on MVL |
| 9/22  | R   | Infancy   |        |                         |                              |
| 9/27  | T   | Infancy   |        | #4 (Infancy)            |                              |
| 9/29  | R   | Toddlerhood   | Mod 4  |                         | Writing #1: 8 mo             |
| 10/4  | T   | Toddlerhood   |        | #5 (Toddlerhood)        |                              |
| 10/6  | R   | Early Childhood   | Mod 5  |                         | Writing #2:<br>2 yr, 6 mo    |
| 10/11 | T   | Early Childhood   |        |                         |                              |
| 10/13 | R   | Early Childhood   |        | #6 (Early Childhood)    |                              |
| 10/17 | M   | <b>***PROJECT ROUGH DRAFT DUE 11:59PM on CANVAS***</b>  |        |                         |                              |
| 10/18 | T   | Middle Childhood  | Mod 6  |                         | Writing #3: 4 yr             |
| 10/20 | R   | Middle Childhood  |        | #7 (Middle Childhood)   |                              |
| 10/24 | M   | <b>***Midterm grades deadline***</b>  |        |                         |                              |
| 10/25 | T   | <b>***NO CLASS – HAPPY FALL BREAK***</b>  |        |                         |                              |
| 10/27 | R   | Adolescence   | Mod 7  |                         | Writing #4:<br>10 yr, 11 mo  |
| 11/1  | T   | Adolescence   |        | #8 (Adolescence)        |                              |
| 11/3  | R   | Emerging Adulthood  | Mod 8  |                         | Writing #5:<br>18 yr, 1 mo   |
| 11/8  | T   | Emerging Adulthood<br><i>**VIP Center talk**</i>  |        | #9 (Emerging Adulthood) | Create "adult" avatar on MVL |
| 11/10 | R   | Young Adulthood   | Mod 8  |                         | Writing #6: 22 yr            |
| 11/15 | T   | Young Adulthood   |        | #10 (Young Adulthood)   |                              |
| 11/17 | R   | Middle Adulthood<br><i>**Career Center talk**</i>   | Mod 9  |                         | Writing #7:<br>36 yr, 6 mo   |
| 11/22 | T   | Middle Adulthood  |        | #11 (Middle Adulthood)  |                              |
| 11/24 | R   | <b>***HAPPY THANKSGIVING!***</b>  |        |                         |                              |
| 11/29 | T   | Late Adulthood  | Mod 10 | #12 (Late Adulthood)    | Writing #8: 55 yr            |
| 12/1  | R   | <b>***NO CLASS*** (Instructor travel for conference – work on course projects)</b>                            |        |                         |                              |
| 12/6  | T   | Death and the Afterlife   | Mod 11 | #13 (Death & Afterlife) | Writing #9: 80 yr            |
| 12/12 | M   | <b>***PROJECT FINAL PAPER DUE 11:59PM on CANVAS**<br/>(NOTE: Final grades from Instructor due Mon Dec 19)</b> |        |                         |                              |

## My Virtual Life (MVL) Assignments Developmental Psychology (PSY 323)

### Overview:

My Virtual Life (MVL) is a Pearson digital product that involves simulations of actual development. You will be responsible for assignments for two simulations:

3. "Raise your child (birth to age 18)" – make decisions as a hypothetical parent.
4. "Adult simulation (age 18 to late adulthood)" – make decisions about your adulthood.

Both simulations start with selecting your gender and (hypothetical) partner's gender, selecting physical features, and taking a personality assessment, including cognitive skills.

### Step 1: Register at <https://www.myvirtuallife.com/> and use unique **class ID in your syllabus**

- Buy access directly on the MVL website (cheaper) OR use the access code you purchased from the campus bookstore (ask at the cash registers).
- Once registered, you can access MVL wherever you have internet – phone, laptop, etc.
- Chrome and Firefox are the recommended browsers to use.

### Step 2: Create your 2 virtual avatars – see syllabus for due dates

- Creating your virtual **child** avatar – click "MVL Raise Child" to start.
- Creating your virtual **adult** avatar – click "MVL Adult Simulation" to start.

The system is pretty self-explanatory. For example, to create your child avatar, you will need to answer several questions about the expected physical characteristics of your child, and questions about what you were like when you were a child. You will be randomly assigned to have either a girl or a boy, and you will be asked to name your child. (You will be asked similar questions appropriate for creating the adult avatar as well.)

Every time you log in, click the "continue" button by your child's name to continue raising your child, and complete the virtual child assignments. Similarly, to complete the virtual adult assignments, you can click the "continue" button by your (adult) name on the MVL website.

### Step 3: Complete assignments

Beyond creating your 2 avatars (worth 10 points each), there will be 9 writing assignments that you will complete on the MVL website – each worth 15 points. These assignments consist of two parts: (1) raising your child / progressing through adult development (5 points) and (2) answering essay questions about your child's or adult development (10 points). Due dates for the assignments are located on the course schedule on the syllabus, as well as below. Additional details are provided below.

### Raising Your Child / Adult Development Simulations

When you enter the website, you will see a button "continue," near your child's name (for the Raise Child simulation) and near your adult name (for the Adult Simulation). Click the "continue" button to raise your child or proceed with development in adulthood.

Raising your child entails answering a series of multiple-choice questions, reading about events and behaviors of your child, and reports about your child's development. The virtual child



system is designed to have random events happen, such as accidents, job loss, divorce, etc., so you should expect that some of these things will happen. Similarly, the adult simulation involves answering a series of questions and reading about your life events. It is also designed to have random events happen across your adulthood.

For both simulations, the multiple-choice questions are NOT like exam questions. For most of them, you can't just look up in your notes or textbook what the right answer is. In fact, there may not be a right answer at all – that is, several answers may lead to different types of positive results. Instead, think of these as choices that you are making about parenting (Raise Child), or about the adulthood you envision for yourself (Adult Simulation), rather than as tests of your knowledge. Certainly the course material will help you make decisions for both simulations. You should use the information from the course to inform the choices you make, for example, with regard to good parenting and understanding what normal behavior is for your child. But again, don't worry so much about choosing right or wrong answers. Regardless of the choices you make, you will receive the full 5 points of credit as long as you raise your child / progress through adult development to the correct age specified by the assignment due date.

At various stages of raising your child / progressing through adult development, there will be a group of essay questions (worth 10 points each). The five assignments for the Raise Child program reflect five periods of child development: infancy, toddlerhood, early childhood, middle childhood, and adolescence. The four assignments for the Adult Simulation reflect emerging, young, middle, and older adulthood. The due dates are provided on the syllabus.

**YOU ONLY HAVE TO ANSWER THE ESSAY QUESTIONS THAT ARE DESCRIBED BELOW** on the MVL website. Aside from these 9 essay questions, just leave the other ones blank as you progress through the simulation (submit them as is). Once you reach the appropriate age level, please respond to the following essays on the MVL website (one essay for each age listed). I **highly recommend drafting and saving a copy of your written response in Word, and then copying and pasting into the MVL website.**

**MVL Raise Child** (5 assignments) – see due dates in your syllabus:

1. **8 mos:** *At 8 months of age was your child an "easy", "slow-to-warm-up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgement?*
2. **2 yrs 6 mos:** *Analyze your own parenting philosophy and practices. What principles from social learning theory, Bowlby, Ainsworth, Piaget, Vygotsky, information processing theory, developmental neuroscience and other theories do you appear to have relied on in making your parenting choices or interpreting your child's behavior? Include three principles/theorists from the above list in your answer.*
3. **4 yrs:** *Describe two specific examples of changes in your child's behavior at age 4 that seem to stem from growth in cognitive and language ability since the period of infancy (e.g., improvements in symbolic thinking, reasoning, knowledge of the world, theory of mind).*



4. **10 yrs 11 mos:** *How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them?*
5. **18 yrs 1 mo:** *As the program ends, what pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? To what extent could you have predicted these pathways based on what you knew of your child's earlier development? Describe some specific ways in which you think your parenting mattered for your child's development, based on evidence from the course regarding the contributions of parents to child development.*

**MVL Adult Simulation** (4 assignments) – see due dates in your syllabus:

6. **22 yrs:** *What are some good decisions you can make in your life now that you hope will continue to lead you to good outcomes down the road? Think about physical health, money management, decisions, emotional well-being, relationships and social behaviors, and even identity choices and personal values that would play a role in later stages of your development.*
7. **36 yrs 6 mos:** *What are some reasons why individuals might choose to NOT raise children in their lifetime? These may include personal reasons and/or medical reasons. If you were deciding whether or not to have children, what sorts of variables within your control would you take into consideration?*
8. **55 yrs:** *What do you think might lead some people to experience a full-on midlife crisis, while others experience a mild crisis or simply a strong need to change just one thing to accomplish a work or life goal?*
9. **80 yrs:** *Write your own obituary about your Virtual Life. What significant others in your life remain after you? What would you list as your meaningful moments or accomplishments, either those addressed within this Virtual Life course, or drawn from experiences not mentioned previously? You can write this from an observer's point of view (third-person), or from your own perspective (first-person) as an autobiographical letter. Give this question some real effort and think back about the challenges of your virtual adulthood as well as your successes in your real life.*

### **Grading of Assignments**

The first assignment is for you to just get your child created and named. The second is to get your adult avatar created and named (your name). That's it. (See due dates in syllabus.) If you do these two things, you will receive full credit for each assignment (20 points total, 10 points each). For the remaining 9 writing assignments, you must progress to the age level specified for each deadline (5 points, graded for completion) and then answer one essay question for that age level (10 points, graded for quality). Thus, each writing assignment is worth 15 points.

Because each student will have a unique experience with the virtual child and adult simulations, there will not be single right or wrong answers for the entire class. Your written responses, however, will be graded for quality. This is generally determined by the completeness of your essay answers, ability to apply knowledge learned from text and lectures, and demonstration of clear and logical thinking. To receive full credit on essay questions (10 points), both the writing and content must be of highest quality. This means that the writing is very clear, ideas are cogently stated, and there are no grammatical, punctuation, or spelling errors (possible 5 points total). In terms of the content, ideas are clearly described, key terms are mentioned, examples are provided, and proper citations are included. **You need to reference your lecture notes and the text in supporting your answers in order to receive maximum credit.** Use APA formatting – see the Purdue OWL website as a good resource for creating reference lists and doing in-text citations (possible 5 points total).

All assignments are due by 11:59pm on their due date. They are all available for completion now. So, you can go onto the MVL website and begin completing the essay questions immediately if you would like. You will be able to go back and adjust your answers as you like, up until the due date. It would probably save you time and energy, however, if you wait until we cover the developmental period for the assignment in class. The chances for you to write a more complete response are far better if you work at the pace indicated in the syllabus. **Again, I also highly recommend drafting and saving a copy of your written response in Word, and then copying and pasting into the MVL website.**

Grades will be entered into Canvas. Please do be patient with receiving your grades, as it does take time to complete the grading tasks. If you have any questions about your grade or would like additional feedback, please contact Dr. Farr ([rachel.farr@uky.edu](mailto:rachel.farr@uky.edu)).

To submit your assignment, go to the correct age of your child / adult in the program and at the “end” of that age you will see the essay questions for that age. REMEMBER: ONLY ANSWER THE ONE ESSAY QUESTION FOR THE ASSIGNMENT – see above list of assignments for reference – and then submit the answers (if you see other essay questions, leave them blank).

### **Avoiding Plagiarism**

Your answers should represent your own work, and not that of your friends, peers, or instructor. However, questions typically require you to refer to ideas, theories, and findings from course material. So, when you are talking about those ideas, etc., you need to acknowledge the source. You have two options: (1) paraphrasing (the preferred option) and (2) direct quotations.

1. **Paraphrasing:** This is much more commonly used and preferred to direct quotations. An important advantage is that you can use fewer words when you paraphrase. The key is to have an accurate paraphrase. At the same time, you can't just change one word and expect that to count as a paraphrase.

In your Lifespan Development text, originally developed by Linda Overstreet, she paraphrases lots of research. As you can see when you read the text, she does this by placing a citation at the end of the sentence (unless it makes more sense to place it elsewhere in the sentence, for example, if she references the authors in an introductory clause). The citation doesn't contain a page number, because it is a paraphrase, often of the entire document being referenced, and so a page number isn't provided. If you want to

paraphrase work that Overstreet is paraphrasing, you need to use the same citation he uses. But you shouldn't quote Overstreet directly. Use your own words to paraphrase. Here are some examples of how to do it (using the paraphrase option from another textbook by Jeffrey Arnett for illustrations of the above practices):

Advanced knowledge of appropriate prenatal care is a fairly recent historical development (Arnett, 2016). This example works because we have an accurate paraphrase of the direct quote, and we include the citation at the end of the sentence. A couple of words are the same in the direct quote (prenatal care, recent), but the rest of the words are different. The direct quote we paraphrased was: "even in developed countries, which have a long scientific tradition, not much was known about prenatal care from a scientific perspective until recent decades".

According to Arnett (2016), intense physical activity can be dangerous for pregnant women. This example works because we have an accurate paraphrase and a citation (which is part of the introductory clause because we mention the author in that clause). None of the words from the quote are found in our paraphrase. The sentence we paraphrased was: "certain kinds of strenuous exercise and high risk sports should be avoided during pregnancy..." Korean infants spend much less time crying than American infants, perhaps because they are carried more and spend less time alone (Small, 1998). This example works because we have an accurate paraphrase of a number of sentences from the text. These sentences are themselves paraphrases of the Small (1998) study, so that's why we are citing that study instead of Arnett. There are several words that are the same in the paraphrase and the quote (Korean, American, infants, carried, etc.) but there is clearly a large difference between the paraphrase and the quoted material. The quoted material is: "infants in cultures where babies are held or carried around much of the day rarely have prolonged episodes of crying. For example, in a study comparing infants in South Korea and the United States, the American infants cried for much longer periods, and this appeared to be explained by differences in parenting (Small, 1998). Korean infants spent much less of their time alone than American infants did, Korean mothers carried their infants twice as long per day as the American mothers did, and Korean mothers responded immediately to their infants' cries whereas American mothers often let the infant cry it out."

2. **Direct quotations:** If you read something in the textbook that is just said so perfectly that you can't say it any better, then you may want to quote it directly (paraphrasing is still preferred, however, over direct quotations). There should be some introduction to the quote, then the quoted material in quotation marks, and lastly, an indication of source and page number in parentheses (author name, publication year; page number). We call that parenthetical information the citation. The citation doesn't have to be at the end of the sentence if you mention the author in your sentence. You should not simply stick a quotation in your text. Your quotation does not have to be the complete sentence from the source. If you want to cut part of the sentence out of the quotation, use ellipses (...). If you need to change the tense or subject-verb agreement of the quote, put the changed word in brackets ([ ]).

Here are some examples of how to do it:

For example, we know that "even in developed countries, which have a long scientific tradition, not much was known about prenatal care from a scientific perspective until recent

decades” (Arnett, 2016; p. 64). This example works because we have an introductory clause, the quotation is in quotes, and follow it with the citation in parentheses.

According to Arnett (2016; p. 65), “certain kinds of strenuous exercise and high risk sports should be avoided during pregnancy...” This example works because we have an introductory clause, the citation (which is part of the introductory clause because we mention the author in that clause), the quoted material is in quotation marks, and we have used ellipses to avoid having to quote a rather long list of example exercises that come at the end of the quoted sentence.

In terms of cultural differences, “American infants [cry] for much longer periods” than Korean infants (Arnett, 2016; p. 117). This example works because we have an introductory clause, the quoted material is in quotation marks, we changed the word “cried” in the original text to “cry” in order to make the grammar work, putting our new version in brackets, and there is a citation at the end of the sentence.

Here is an example of how NOT to do it:

There are some important cultural differences in infant crying. “American infants cry for much longer periods.” The problem with this is that we’ve just stuck a quote as a complete sentence by itself into the text. We also did not bracket our changed word. And finally, we did not provide the citation.

## Course Project Instructions

### PSY 323 Developmental Psychology University of Kentucky Dr. Rachel H. Farr

**Purpose:** The project is intended to encourage you to apply course material to real-life situations. Bring together your own choice of the best evidence from course lectures, films, and texts to provide a strong response. In this document, I give some advice on developing essays. Be alert to avoiding plagiarism. The skills that you work on through completing this written project will be skills of broad application. You will likely use them in advanced psychology courses, including seminars, as well as in writing for possible graduate school applications, your future jobs, or personal pursuits (e.g., writing a letter to a newspaper editor, social media posts). This project will give you opportunities to work on writing and creativity skills, while simultaneously bringing together knowledge from the course. In addition, studies have shown that information learned for multiple choice exams is quickly forgotten and not conceptual in nature; information learned for a project like this is deep, conceptual, and lasting.

As part of this project, you will need to find at least one developmental psychology article (can be more) in a good journal or book and apply it to your hands-on written project. There is a page of good journals to use at the end of this document.

**Due Date:** This assignment will be submitted in **2 parts** – a **rough draft, worth 50 points**, and the **final project, worth 150 points**. See syllabus for due dates. Late projects are not accepted unless in the event of an Excused Absence (see syllabus). Submit using the TurnItIn app on Canvas – can be a Word document (.doc, .docx) or PDF file.

**Length:** 4-5 *numbered* pages of text (I will not be reading past p. 5). The cover page and additional materials (transcript, description of what you saw, etc., references for the journal articles you used in writing the paper) are not included in the 5 pages, but must be attached. (Please include the first page of any journal articles used.)

**Format:** The paper should be typed, double-spaced, have 1" margins and use Times New Roman 12-point font. The first page of your project should list a title and the number of your selected project (see options below). If your project involves a person as a subject, be sure to use a pseudonym. The **rough draft** should include this cover page, reference of the journal article(s) you will use, your detailed *plan* for how you will complete your interview, observation, etc. (or other project requirement), and at least a detailed outline / draft that is 4-5 pages long to include anticipated results and possible conclusions (the length of the final paper). The **final project** paper will include all fully completed components. See **Project Rubric** (at end of this document and separately on Canvas) for further details of expectations and grading.

**Audience:** Your imagined audience (reader) for the paper is an intelligent layperson; do not presume knowledge of course content.

**Grading:** Grades are based on the criteria given in the “Grading Guidelines” below. **Several project examples (received an A) are posted on Canvas, which I encourage you to use as guides for how to organize your own paper and what to include.** An excellent paper will be a cohesive exposition on an interesting topic with a clear thesis; will demonstrate a balanced scientific approach to that topic; will show deep and creative thinking in your own words; will use reputable outside references in addition to course texts and lecture; will be well-written; and will

use APA referencing format (as in your text; the Purdue OWL website is a good resource). All works cited should be listed in a References section at the end of your paper; please attach the first page of your article(s).

Keep it simple! The idea is *one* interview or *one* observation related to one or two key concepts or variables that you are interested in learning more about and can discuss in a 4-5 double-spaced page paper. No fancy statistics are required – this is not meant to be a full-blown research study, as one might do for a senior honors thesis or a graduate thesis or dissertation. Rather, it is an opportunity for you to have some experience with developmental psychology topics in an applied way and more as an illustration rather than an experiment. See the sample projects posted on Canvas to continue getting the idea!

**PLEASE NOTE:** In order to receive full credit, you must relate your thoughts and ideas to relevant developmental research discussed in your chosen journal article(s), as well as to class, and/or the text where relevant. This may seem easier for some projects than for others, so take this into consideration when making your choice. Beyond these requirements, you are also welcome to incorporate other resources, such as news articles, websites, textbooks, and other informational resources, to support your project ideas in your paper.

### **Grading Criteria, PSY 323 Projects – SEE RUBRIC FOR FURTHER DETAILS**

#### *A = 90-100 points*

This is the rare paper that went above and beyond normal paper requirements. This grade is given only to people who completed extensive outside research in efforts to apply developmental concepts to the chosen topic. It conforms to all the requirements for a B but then really goes well beyond that, integrating information from lectures, course texts, and the articles and applying them lucidly to one's observations.

#### *B = 80-89 points*

This paper has a clear thesis that comprehensively applies concepts from class or the book to the chosen topic. In addition, it provides clear, concise and well-written examples of observations. There are few if any grammar, spelling, or typing mistakes. The paper is well-written and organized, and shows good knowledge of the course material. The transcript of the interaction is included (if applicable), as are references, which are in a standard form like that used by the textbook (APA). The first page of any referenced papers are attached. Any journal articles selected are peer-reviewed, and are not dissertations, book chapters, literature reviews, or meta-analyses. Generally, any articles used are from the last 10 years. The paper is 4-5 pages in length, it includes a cover page with title and your project number, and the pages are numbered.

#### *C = 70-79 points*

C papers present a good project and are fairly well written, but are weak on the connection to course material, omitting obvious opportunities to apply class concepts to observations. Papers that are hard to follow because they are not so well written, but have few mistakes and pursue an interesting idea well, obviously connecting to the course material, also receive a C. They may have one of the following problems: some (5-10) grammar, spelling, or typing mistakes; references are provided but may not be in a correct form; the length requirement (not more nor less) or other formatting requirements may not have been adhered to.

#### *D = 60-69 points*

This paper did not apply observations to class concepts, and the writing was poor, making ideas hard to grasp. A constellation of 2-3 of the following factors, or a severe problem with 1 of these, also will push a paper to this level: there may be many grammar, spelling, or typing mistakes; the transcript may not have been provided; or page limits may have been disregarded.

Those who do not turn in a project on time receive a 0 for this assignment.

**Questions or Concerns:** Please see Dr. Farr.

**Project Options:** Please choose one of the following projects. Be sure to note your project option chosen on the cover page of your project. If you have a different idea you would like to pursue, please see Dr. Farr during her office hours (or by appointment). **NOTE: Due to COVID-19, please ensure any project you choose can be conducted safely with appropriate social distancing, mask usage, etc. (and preferably, you should conduct your project fully remotely and online, such as through interviews or observations or experimental tasks carried out via Zoom or another video-call platform with options for recording.**

1. Contact a day care center or preschool and ask to observe a group of children (2 to 4 is fine) during 30 minutes of free play. Alternatively, sit quietly on a playground and observe interactions between children or children and their parents. Record what they do, focusing on some aspect of their behavior that we have discussed or will discuss, or relating another topic you have had approved by a class instructor. For example, how often do they engage in make-believe play, and what is the nature of that play? Or, what stereotypical gender role behaviors are adhered to, and what are broken? How are moral rules followed or broken? Alternatively, ask to visit a class of children under 18 months old, when parents are dropping off or picking up children, and discuss separation and reunion behaviors. Attach your observation notes or audio/video-recording of your observation (if you have permission; photos are also great).
2. Decide on a set of interview questions that you will ask two children between 2 and 5 years of age (for example, tell you about something they did that day, their family, their birthday party). Aim to elicit about 20 utterances (or sentences) per child. Tape-record all the utterances. Transcribe these on to paper (after developing a transcribing system). Then, in your paper, examine the language, not necessarily in this order: How many different words were spoken? How many words referred to objects, actions, or state (adjectives, etc.)? Did the children overextend meanings? Overregularize verbs? What was the average length of the sentences? What was the most complex grammatical construction? And finally, how did these differ across the children? A transcript of each interview must be attached for this project. You may also include an audio/video file of your interview (if you have permission; photos are also great).
3. Conduct any classic developmental psychology experiment with a child. For example, try the false belief task or test a child's knowledge of conservation. Or, interview a middle school child about her knowledge of memory strategies, or her way of describing herself or her good friends. Or, simply observe motor development: how does a 6-month-old grasp objects, move about? Be sure to obtain consent from the parents before doing anything interactive. A description of what was done and a script must be attached. If you wish, attach an audio/video-recording of your completed task (if you have permission; photos are also great).
4. Interview (with a set of predetermined, focused interview questions) parents about their goals in child rearing and how they implement(ed) them. A good approach is probably to develop a set of scenarios and ask parents how they would deal with them (and perhaps if they would handle differently with different children, and why). Perhaps compare and contrast the goals of two



different parents, or observe parent child interactions. Use a paper on parenting styles (such as one by Baumrind, or Maccoby & Martin) and discuss what type of parenting you witness, with specific examples to back your claim. The interview questions you used must be attached; answers can be given in the transcript and/or in the text where relevant. You may also include an audio/video file of your interview (if you have permission; photos are also great).

5. Go online and explore the types of programs available for stimulating cognitive development in infants and toddlers. What do these programs stress? From what you have learned about development, are the programs based on scientific evidence? In what ways are they or are they not? What recommendations would you make to parents regarding their child's cognitive development? Include the specific websites you find and any notes you took on the websites as you conducted your research.

6. Create a game for children at a particular age. Include a description of materials, pieces, and instructions as applicable. How would one play? Why would children at this age like the game? Is your game tailored to a particular gender? What skills or knowledge would children need in order to successfully play? Remember that children tend to like games that include concepts or skills that they have recently acquired. You may choose to actually create and/or build your game. Do include photos and/or videos. If you do create your game, you may also want to "pilot" your game with actual children. If so, you can evaluate how well your game did seem to meet your design criteria of aligning with their developmental stage and any other outcomes related to the experience. Feel free to include photos and/or videos if you have permission.

7. Sit in on an elementary, high, or preschool classroom (traditional or alternative) for an hour or more. How do classroom practices you observe align with what we know about children? What would you expect works well, and what poorly? What is the physical environment like—is it conducive to learning? Attach your observation notes or audio/video-recording of your observation (if you have permission; photos are also great).

8. You can ask a faculty member or graduate student in Developmental Psychology if you can observe an experiment they are doing. Interview them about their project, and locate and read background material. Describe the experiment, along with the question it purports to answer, and ideas you have about the research, what is being found, and future directions. Be sure to include your own ideas. Include any interview/observation notes you gathered for this project. You may also include audio/video files (if you have permission; photos are also great).

9. Other ideas? Ask Dr. Farr during her office hours.

**Important Points about Citations and References:** Relate your project to the psychology research and theory you have learned about in class, the texts, and/or your chosen article(s). Psychology is an experimental science and you should wear a scientist's hat when considering the topic. Statements that aren't obviously true must be supported.

Use APA referencing format consistently (used in your text) – there is more information in your MVL essay instructions document on Canvas. [The Purdue OWL website](#) is helpful for citations. Cite your sources. If you got an idea from an article, another person, a lecture, film, etc., you need to cite it. **Plagiarizing** (using original ideas from another source without citing the source, and/or using 4 or more words in succession from another source without quoting it and referencing the source and page number) compromises academic integrity and is a serious offense with real consequences. Know what it is and how to avoid it.

My suggested reference for the online text is the following:

Lumen Learning. (2020). *Lifespan Development*. Open Source Library.  
[https://courses.lumenlearning.com/wm-lifespandevelopment/?utm\\_referrer=https://lumenlearning.com/courses/lifespan-development/](https://courses.lumenlearning.com/wm-lifespandevelopment/?utm_referrer=https://lumenlearning.com/courses/lifespan-development/)

Here's an example of how you might use an in-text citation in your paper to cite the textbook in supporting evidence you provide: "Piaget developed a theory of children's cognitive development based on several distinct stages (Lumen Learning, 2020)."

My suggested reference for our class notes, using an example of slides that could be retrieved from our Canvas course website, is the following:

Farr, R. H. (2022). *PSY 323 - Topic 6: Early Childhood* [Powerpoint slides]. Retrieved from [PLEASE REINSERT CANVAS LINK].

Here's an example of an APA-formatted reference for a journal article:

Farr, R. H., Bruun, S. T., & Patterson, C. J. (2019). Longitudinal associations between coparenting and child adjustment among lesbian, gay, and heterosexual adoptive parent families. *Developmental Psychology*, 55(12), 2547-2560. doi:10.1037/dev0000828

**Finding Journal Articles:** Use [the PsycINFO database on the UK library website](#) to help you find articles. Focus on journal articles that include original research and are peer-reviewed (see list of potential journals below) and are not meta-analyses, dissertations, book chapters, or literature reviews – i.e., the article should be about a research study. More recent articles (within the last 10 years) are most likely to be helpful. To find journal articles, focus on your concept. Not every aspect of the journal article has to be directly and specifically connected to your project, but it should help to support your project idea in some way(s). You are required to use at least one journal article, but you certainly can use more.

**Checklist:** Projects should--

- Use Times New Roman font, size 12
- Have 1" margins and page numbers in the upper right corner
- Include 4-5 pages (no longer than 5) of text (NOT including cover page and all additional sections - references, transcripts, 1<sup>st</sup> page of journal articles, etc.), double spaced.
- Have a reference list at the end, citing all sources, including at least one article from a reputable academic journal (can be more)
- Include cover page with title, the # of your selected project option, and date
- Have a transcript of conversation or observation notes attached at end (if relevant)
- Feel free to include photo and video files related to your project, as long as you have permission to use them (i.e., photos from your interviews, observations, or any other project element)!
- For final paper, include a cover page explaining in detail what steps you took to improve or revise your rough draft AND how you specifically addressed feedback you received on your graded rough draft. As long as you do not completely change the core idea of your project, you are welcome to add to your observations or interviews, find new or different journal articles and sources, and/or completely re-do something you had tried for the first time in your rough draft.

**Other notes:**

- Thesis stated at the end of the first paragraph
- Logical flow across paragraphs
- Each paragraph makes a point, relevant to thesis
- Observations are referred to throughout
- Includes good research article and refers to it throughout, with reference to observations
- Easy to understand because of clear, concise writing, correct punctuation
- Absence of distracting technical errors
- Statements are supported with data from articles published in reputable sources (course texts, lectures, journal articles)
- To organize your idea, you may want to consider subheadings such as Introduction, Method, Results, Discussion

**General Advice on Developing Your Writing for your Project**

- Gather evidence supporting your project over the course of the semester. Before you begin to write, think hard about the evidence and let it tell you what your thesis is. Say the thesis aloud to a few people, until it sounds clear and succinct. Then write it down.
- Please note in the grading criteria: your information should come from a broad array of places in the course, not just one lecture or even one topic area. Papers that rely heavily on the text tend not to be as strong because students tend to recite the text, rather than really digesting the information and giving it back to us in a new way.
- Next, outline your paper. The process of making an outline, thinking hard about it, and revising it until it is right will help you to present your ideas in a logical order the first time you write. Keep taking breaks and then going back to the outline, scrutinizing it for logical organization. I cannot overemphasize the importance of this step for making writing easier and more fun.
- Each section of your outline should be devoted to one body of evidence that supports your thesis. Including all the evidence in the course will probably result in a superficial essay. Solid evidence comes from laboratory experiments or published and scientifically derived naturalistic observations, not your personal observations. Your task is to choose approximately 3-7 pieces of evidence from course lectures, texts, and films that are most convincing of your argument, and present them to the reader. The evidence should come from a variety of these sources in the course. Be sure you present the evidence and ideas in a logical manner: An easy to read essay has a logical flow from one paragraph to the next.
- Finally, write. Take a break of at least a few hours, then read and rewrite, over and over. Hemingway rewrote the ending of *A Farewell to Arms* 39 times. Asked what stumped him, he replied, "Getting the words right." Good writing takes time, repeatedly stepping back to *take the perspective of the reader*. Consider the contribution of every word to the meaning you are creating in your reader's mind. One of the most common problems in student writing concerns words choice. You really need to scrutinize every word you use, asking yourself, "Is that exactly what I mean?" Select your words carefully so they convey your meaning precisely. This is one of the most difficult and important steps in writing; correct word choice reflects clear thinking, clearly communicated.
- Your paper should probably be structured as follows (but not necessarily, if you think you see a better way for your material): A first paragraph, that is perhaps one half-page in length, that presents the basic question, and clearly states your thesis. The last sentence of the first paragraph often provides a road map, directing the reader to what the ensuing paragraphs concern. Each ensuing paragraph presents one main idea, and specific evidence supporting that idea. The idea clearly links to and supports the thesis, and the idea

is supported by specific evidence from studies. The paragraphs are logically connected, so that the reader can easily move from one paragraph (body of evidence) to the next one.

- Students sometimes ask what level of depth they need to go into. As a guideline, each paragraph should go into depth about one study or small body of evidence. As a writer who is trying to convince someone of a position, you need to decide what is an appropriate amount of information. Put yourself in the shoes of a naïve reader, and decide what will convince them. Use friends not in the course if you need help with this. Assume that readers are intelligent lay people, without knowledge of terms used in the course. Less evidence that is presented well is often more convincing than a lot of poorly presented evidence.
- Be sure to do a good check for typographical errors, spelling mistakes, and formatting before you turn it in. These elements, while minor, are distracting and can disrupt comprehension of an essay. Good essays will be professional. Beware of long paragraphs: those over a half page in length are often (not always) wandering paragraphs.

#### **Other tips on writing:**

- Avoid using the pronoun "I" and explicitly stating, "I think...", "in my opinion...", etc.. Since it's your writing, we know it's your opinion. Let your claims stand on their own strength.
- Avoid vague and informal words such as "kid", "thing", etc.
- Avoid introducing specific pieces of new evidence in the introduction or conclusion of your paper. Save them for the body, where you will have space to fully explore them, and use the introduction and conclusion to clearly state your thesis and situate it in a larger context.  
\*Remember that anecdotes and case studies hold only illustrative power, and are not good evidence. Back up your claims with scientific experiments.
- Any specific claims, study results, etc. need to be cited.
- Prefer paraphrases to quotes unless the original source used an unusually appealing turn of phrase: excessive direct quotes break up the smooth flow of your own writing.

#### **Sources to help with writing:**

Strunk, Jr. W., & White, E.B. (1979). *The elements of style*. Allyn & Bacon.

Truss, L. (2004). *Eats shoots and leaves*. Gotham. (A humorous writing resource)

**Extensions:** Given that students were advised to bring their projects the 1<sup>st</sup> week of class, there will be few extraordinary circumstances for which there will be unpenalized. Please contact Dr. Farr immediately if you think you'll need an extension (documentation expected).

#### **Good Journals for PSY 323 Projects:**

This list is not exhaustive, but it should give you an idea of the caliber of article that all developmental psychologists' worth their salt attend to most.

- |   |   |
|---|---|
| • <i>Child Development</i>                        | • <i>Cognitive Psychology</i>                             |
| • <i>Developmental Psychology</i>                 | • <i>The Journal of Personality and Social Psychology</i> |
| • <i>Cognitive Development</i>                    | • <i>Psychological Bulletin</i>                           |
| • <i>Social Development</i>                       | • <i>Psychological Science</i>                            |
| • <i>The Journal of Cognition and Development</i> | • <i>Psychological Review</i>                             |
| • <i>Merrill-Palmer Quarterly</i>                 | • <i>American Psychologist</i>                            |
| • <i>Journal of Child Language</i>                | • <i>Behavioral and Brain Sciences</i>                    |
| • <i>Infancy</i>                                  | • <i>Journal of Experimental Child Psychology</i>         |
| • <i>Infant Behavior and Development</i>          | • <i>Developmental Science</i>                            |
| • <i>Cognition</i>                                | • <i>Adolescence</i>                                      |

**Rubric for Rough Draft (50 points)**

|   | <b>A</b>   | <b>B</b>  | <b>C</b>   | <b>D</b>   | <b>E</b>  |
|---|--|---|--|--|---|
| Content (35)<br><br><i>Possible points:</i> | Thesis is clearly stated and arguments are supported throughout. Paper follows instructions for execution of appropriate project option. Lecture, text, and article(s) are clearly integrated ( <u>or planned</u> ) with well-described project information.<br><i>35 - 29</i>   | At least one of the items noted for “A” criteria is missing or incomplete. Better content integration is possible. Thesis could be clearer and/or arguments more strongly supported.<br><i>28 - 22</i>  | At least two of the items noted for “A” criteria are missing or incomplete. Some clear lack of content integration; unclear thesis or unsupported arguments.<br><i>21 - 15</i>   | At least three of the items noted for “A” criteria are missing or incomplete. Thesis missing; outside article missing.<br><i>14 - 8</i>                                      | No thesis. Paper does not follow instructions for project option. No outside information (lecture, text, article) is included.<br><i>7 - 0</i>  |
| Writing (10)<br><br><i>Possible points:</i> | No or very minimal (i.e., 1-2) errors with grammar, spelling, or typos. Paper is well-organized and well-written, with good flow and clear transitions. Appropriate psychology terminology is used, with a formal, academic tone (yet assuming lay audience; jargon is not overly technical). Transcript or observation notes are included (as appropriate). A references page is included. The first page of at least one outside journal article is attached.<br><i>10 - 9</i> | Several (3-5) errors with grammar, spelling, or typos. Paper is generally well-written, but there may be some relatively minor issues with organization, flow, and/or transitions. At least one item noted for “A” criteria is missing or incomplete.<br><i>8 - 7</i> | Many (6-10) errors with grammar, spelling, typos. Paper involves some poor organization and flow (may be hard to follow; lack of clarity is evident). At least two items noted for “A” criteria are missing or incomplete.<br><i>6 - 5</i> | More than 10 errors with grammar, spelling, typos. Paper is disorganized and unclear. All three additional items for “A” criteria are missing or incomplete.<br><i>4 - 3</i> | The number of errors with grammar, spelling, and typos completely hinder writing quality and clarity. Pervasive disorganization. No References page, abstract, or transcript/observation notes.<br><i>2 - 0</i> |
| Format (5)<br><br><i>Possible points:</i>   | In-text citations and References list are in accurate APA formatting; font type and size, and margins conform to APA format; length is 4-5 pages (numbered) of outline/draft; paper is double-spaced (APA format); pseudonyms noted (if appropriate); includes title page with project option #.<br><i>5</i>   | At least one of the items noted for “A” criteria is missing or incorrect.<br><i>4</i>   | At least two of the items noted for “A” criteria are missing or incorrect.<br><i>3</i>   | At least 3 of the items noted for “A” criteria are missing or incorrect; many issues with formatting errors.<br><i>2</i>   | 4 or more items noted for “A” criteria are missing or incorrect; pervasive issues with formatting errors.<br><i>1 - 0</i>   |

\*\*Note: if there are issues with possible plagiarism, points will be deducted at the discretion of the instructor, as this is considered a serious offense with potentially devastating academic consequences.

**Rubric for Final Paper (150 points)**

|  | <b>A</b>  | <b>B</b>  | <b>C</b>   | <b>D</b>  | <b>E</b>  |
|--|---|---|--|---|---|
| Content (105)<br><br><i>Possible points:</i> | Thesis is clearly stated and arguments are supported throughout. Paper follows instructions for execution of appropriate project option. Lecture, text, and article(s) are clearly integrated with well-described project information.<br><br><i>105 - 85</i>   | At least one of the items noted for “A” criteria is missing or incomplete. Better content integration is possible. Thesis could be clearer and/or arguments more strongly supported.<br><br><i>84 - 64</i>  | At least two of the items noted for “A” criteria are missing or incomplete. Some clear lack of content integration; unclear thesis or unsupported arguments.<br><br><i>63 - 43</i>   | At least three of the items noted for “A” criteria are missing or incomplete. Thesis missing; outside article missing.<br><br><i>42 - 22</i>                                      | No thesis. Paper does not follow instructions for project option. No outside information (lecture, text, article) is included.<br><br><i>21 - 0</i>   |
| Writing (30)<br><br><i>Possible points:</i>  | No or very minimal (i.e., 1-2) errors with grammar, spelling, or typos. Paper is well-organized and well-written, with good flow and clear transitions. Appropriate psychology terminology is used, with a formal, academic tone (yet assuming lay audience; jargon is not overly technical). Transcript or observation notes are included (as appropriate). A references page is included. The first page of at least one outside journal article is attached.<br><br><i>30 - 25</i> | Several (3-5) errors with grammar, spelling, or typos. Paper is generally well-written, but there may be some relatively minor issues with organization, flow, and/or transitions. At least one item noted for “A” criteria is missing or incomplete.<br><br><i>24 - 19</i> | Many (6-10) errors with grammar, spelling, typos. Paper involves some poor organization and flow (may be hard to follow; lack of clarity is evident). At least two items noted for “A” criteria are missing or incomplete.<br><br><i>18 - 13</i> | More than 10 errors with grammar, spelling, typos. Paper is disorganized and unclear. All three additional items for “A” criteria are missing or incomplete.<br><br><i>12 - 7</i> | The number of errors with grammar, spelling, and typos completely hinder writing quality and clarity. Pervasive disorganization. No References page, abstract, or transcript/observation notes.<br><br><i>6 - 0</i> |
| Format (15)<br><br><i>Possible points:</i>   | In-text citations and References list are in accurate APA formatting; font type and size, and margins conform to APA format; length is 4-5 pages (numbered) of outline/draft; paper is double-spaced (APA format); pseudonyms noted (if appropriate); includes title page with project option #.<br><br><i>15 - 13</i>  | At least one of the items noted for “A” criteria is missing or incorrect.<br><br><i>12 - 10</i>   | At least two of the items noted for “A” criteria are missing or incorrect.<br><br><i>9 - 7</i>   | At least 3 of the items noted for “A” criteria are missing or incorrect; many issues with formatting errors.<br><br><i>6 - 4</i>  | 4 or more items noted for “A” criteria are missing or incorrect; pervasive issues with formatting errors.<br><br><i>3 - 0</i>   |

\*\*Note: if there are issues with possible plagiarism, points will be deducted at the discretion of the instructor, as this is considered a serious offense with potentially devastating academic consequences.