

PSYC 260: Developmental Psychology

*GEP:
Investigation Level Course Portfolio*

Course Syllabus

Psych 260 Developmental Psychology Syllabus F2014

Psych 260 Developmental Psychology Syllabus F2014

My Course Learning Outcomes (LO): Note that the first three learning outcomes are analogous to the three GEP learning outcomes for the social sciences investigative level respectively.

Learning Experiences

Psych 260 How Learning Outcomes are assessed

Psych 260 How Learning Outcomes are assessed

Activities Assessed

Psych 260 Sample Assignment and Rubric

Psych 260 Sample Assignment and Rubric

This document contains the student instructions for the observation research paper. This assignment was designed to assess learning outcomes 1, 2, and 4. Here, I am focusing my discussion on LO1 with some reflection on the others.

Assessment Results

Dev Observational Paper Results

Dev Observational Paper Results

The results from two types of assessments are included. This document contains a table of the results of student performance on the observational paper assignment followed by a descriptive summary of the trends noticed.

Summary of Dev Student Self-Assessment

Summary of Dev Student Self-Assessment

This second data set contains the results of student self-assessment of their performance on each of the 4 learning outcomes.

Samples of Student Work

Psych 260 Assessment Samples of Student Work

Psych 260 Assessment Samples of Student Work

Included within are 3 examples of student work at the A, B, and C grade levels. Below each paper are the rubric and comments provided to students.

Future Plans

Future Plans for Psych 260

Future Plans for Psych 260

This document contains a reflection of the plans for future course improvement based on the summary of the results from the assessment.

PSYCH 260 Introduction to Developmental Psychology
Fall 2014
Section 1. M/W 8:00-9:15

Instructor: _____ Phone: _____
E-mail: _____ Office: _____

Office hours are M and W 9:15-10:30 or by appointment.

Course Objectives:

This course will provide you with an overview of developmental phenomenon focusing on the prenatal environment through early adolescence. In this course we will go beyond a 'milestone approach' to developmental psychology. In other words, rather than just memorizing at what ages and stages children acquire certain skills, we will strive to understand *why* and *how* those skills are developing. This course is designed to provide you with opportunities to stimulate your intellectual development, allow you to apply the concepts and theories covered in the course to real-world issues, and develop the skills to critically evaluate current developmental theories.

At the conclusion of the course you will be able to:

- Identify and define major terms, concepts, and methods used in developmental psychology.
- Describe the major theories of developmental psychology and identify their strengths and weaknesses
- Apply theories of developmental psychology to real life examples in class, in the media, and in your own life
- Write and think critically about current research and topics in developmental psychology.

Readings:

Required Text:

Santrock, J.W. (2012). Psychology (6th edition). McGraw-Hill: New York: NY.

Required Readings: Will be posted on D2L.

Chapter excerpts from Bronson, P. & Merryman, A. (2009). Nurture Shock. Hatchet Book Group: New York, NY.

Empirical journal articles TBA.

It is important that you do the assigned readings prior to class. The readings will serve as a foundation for our class discussions; my lectures and our class activities will provide much material that is not duplicated in the text.

Class website:

On our D2L site you will find required readings, assignments, and links to useful information. The videos I show in class are copyrighted and will not be available on D2L.

Assessments:

Evaluations will be based on a 572-point system, broken down as follows:

Major requirement	Points	% of grade
3 Assignments	85	15%
Observation paper	85	15%
4 Exams at 17.5% each	400	70%

I will calculate letter grades as follows:

A+ = 100-97	A = 96.9-93	A- = 92.9-90
B+ = 89.9-87	B = 86.9-83	B- = 82.9-80
C+ = 79.9-77	C = 76.9-73	C- = 72.9-70
D+ = 69.9-67	D = 66.9-60	F = 59.9-0

Assignments: You will complete 3 assignments throughout the semester. The assignments are designed to encourage you to take the information you've learned and apply it to the real world. For instance, you will find examples of developmental phenomena on the internet, design experiments to investigate developmental questions, and invent parenting materials and educational toys based on established research findings. It is a good idea to preview the assignments in advance as they will become more time consuming. The assignments are listed on D2L and should be turned in at the beginning of class on the due date.

Observation Paper: The observation paper requires you to observe development in action and apply your observation to current developmental research. Details are listed on D2L. The final paper is due in class on **December 1st**.

Exams: Four exams will be administered during the semester. The exams will cover material from lectures, readings, assignments, and audio/video examples. They typically include a mix of multiple choice, short answer, and short essay questions. Each exam will count for 20% of your grade. While the exams are not cumulative per se, they will require you to apply concepts from earlier in the semester to later topics.

Attendance. Attendance is expected for this course. As exams include a significant lecture component, it is in students' best interest to attend class.

Disability accommodation: Please contact me and Disability Services during the first two weeks of the semester if you are in need of any additional accommodations (346-3365). The Disability and Assistive Technology Center is located on the 6th floor of the library.

Due dates: Papers and assignments are to be turned in at the beginning of class on the day they are due. The final grade of a paper or assignment will be reduced **by 10%** for each day it is late. A paper or assignment is considered late if it is turned in after the beginning of class on the due date.

If you have a conflict with an exam date (e.g. an athletic event or religious holiday), please discuss it with me by the third week of the semester. With the exception of health emergencies (which must be documented) there will be no make-up exams and if we determine that you must reschedule the exam you will be expected to take it in advance of the regular class exam time.

Course Withdrawal: If you choose to withdraw from class, you should do so in a timely manner in accordance with published deadlines. Not doing so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at: <http://www3.uwsp.edu/regrec/Pages/addDropWithdrawals.aspx>

A note on plagiarism and dishonesty: Copying the work of others and presenting it as your own will not be tolerated. The penalties for plagiarism are severe. “Weak” paraphrasing (changing a few words in the sentence or slightly altering the structure of a sentence) still constitutes plagiarism. If you have any questions about what constitutes plagiarism, please ask me or see Chapter 14 of the UWSP Community Bill of Rights and Responsibilities.

How to Succeed in this Course

1. Come to class every day. Getting other people’s notes is never the same and reviewing my powerpoints will only help if you were in class to hear the lecture.
2. Ask me questions if you don’t understand something! I’m always willing to try to make material clearer and if you have a question I guarantee someone else is also confused.
3. Slow me down!!! I tend to talk really fast...I love development and sometimes (almost always) get going into hyper-drive. Please remind me to breathe when your hand starts to cramp from writing too fast!
4. Skim the text before I cover a subject. It will help to be familiar with the material before I talk about a topic. However, know that my lectures will not follow the book and you should pay particular attention to the sections I refer you to.
5. Keep up with the material. DO NOT wait to study until a day or two before the exam. Learn Monday’s material before Wednesday’s class to keep up to date.
6. Don’t rely on rote memorization. Try to understand the concepts as you study them and relate the material to your own experiences to help you remember.
7. Don’t study by reading and rereading and rereading your notes. Instead, write open-ended questions about the material and then quiz yourself and friends.
8. Do a great job on the things most under your control (e.g. assignments and paper).

Schedule of topics and assignments

DATE	Topic	Reading	Assessment
Week 1 9/1-9/5	7 Themes of Development	Chapter 1 (except theories)	
Week 2 9/8-9/12	How to Build a Baby	Chapter 2	
Week 3 9/15-9/19	Genetics Prenatal Development	Chapter 3 DeCasper & Fifer. (1980)	
Week 4 9/22-9/26	Motor Development	Chapter 5	
Week 5 9/29-10/3	Cognitive Development: Piaget	Chapter 6	Exam 1 9/29
Week 6 10/6-10/10	Cognitive Development	Chapter 7	A1: Piaget 10/6
Week 7 10/13- 10/17	Language	Chapter 9	
Week 8 10/20- 10/24	Effects of Early Deprivation	Evans (2004)	A2: Language 10/20 Exam 2 10/22
Week 9 10/27- 10/31	Emotion and Attachment	Chapter 10	
Week 10 11/3-11/7	Gender and Aggression	Chapter 12	A3: Parent Kit 11/5
Week 11 11/10- 11/14	Family	Chapter 13	
Week 12 11/17- 11/21	Peers and Relationships	Chapter 14 Power of Praise	Exam 3 11/19
Week 13 11/24- 11/28	Teens	Chapter 15 Teen Rebellion	
Week 14 12/1-12/5	Schools and Media	Chapter 16 Search for Intelligent Life	Obs. Paper 12/1
Week 15 12/8-12/12	Alzheimer's Disease Successful Aging	Chapter 17	
Week 16 12/17	Exam 4 Wednesday 12/17 @ 8am		

As the semester progresses, I may make changes to the schedule. I will announce any changes in advance.

How Social Sciences Investigative Level learning outcomes are addressed in my section of Psychology 260

My Course Learning Outcomes (LO): Note that the first three learning outcomes are analogous to the three GEP learning outcomes for the social sciences investigative level respectively. Bulleted underneath each learning objective is a list of the course assessments/activities designed to assess these learning objectives.

- Identify and define major terms, concepts, and methods used in developmental psychology.
 - Exams
 - Assignments
 - Observation paper
- Describe the major theories of developmental psychology and identify their strengths and weaknesses
 - Exams
 - Assignments
- Apply theories of developmental psychology to real life examples in class, in the media, and in your own life
 - Assignments
 - Observation paper
- Write and think critically about current research and topics in developmental psychology.
 - Observation paper
 - Class discussions

How Learning Outcomes are met by assessment type:

Exams: Exams consist of a mix of multiple choice, short answer, and open-ended essay questions that require students to identify and describe the major concepts, methods, and theories used by developmental scientists and apply those concepts to examples from real world behavior. For example, an essay question included this semester was *“Briefly summarize gender development from the perspectives of the social learning perspective (Bandura), cognitive theory (Kohlberg), and gender schema theory. In your response, explain how each theory would rationalize why a young girl would choose to play with a truck instead of a doll?”* This question required students to demonstrate proficiency in learning outcomes 2,3, and 4 to fully answer the question.

Assignments: Three assignments throughout the semester require students to show proficiency in learning outcomes 1, 2, 3, and 4. The first assignment asked students to find real-world examples of Piaget’s six sensorimotor sub-stages of development on you-tube or from their own home movies (LO 3). The second assignment asked them to design their own experiment about child language development using correct methodologies, operational definitions, etc. (LO1). The third assignment asked students to invent parenting materials and educational toys based on established research findings (LO 2, 3, 4).

Observation Paper: The third major category of assignment is an observation of developmental phenomena as it occurs in real-life coupled with a research paper (LO, 1, 3, 4). This assignment is used for assessment purposes in this portfolio and is described in detail on the following pages. Specifically, I will be assessing learning outcome 1: Identify and define major terms, concepts, and methods used in developmental psychology.

Psychology 260: Developmental Psychology
Research Paper: “Observing development in action”

Due date: Monday December 1st in class

As the course progresses, you will probably start to see topics we’ve discussed reflected in the behavior of real children. For this paper, I want you to go out and observe some children with the goal of seeing a developmental concept in action. You can study infants, children, or adolescents. You may choose to report on only one or any number of the children you observe. If you know a child—through a friend, neighbor, or relative—feel free to observe him or her with their parents’ agreement. Otherwise, you can observe children in a public place as long as you are inconspicuous. **In other words—don’t stalk or interact with children you don’t know!** Good places to observe: Playgrounds, parks, shopping centers, ice cream shops, toy stores, etc.

In your paper, (1) identify the concept or phenomenon you think you observed; (2) briefly describe the conditions of your observation (where were you?, who were you observing?, etc.); (3) tell exactly what you saw and (4) explain how the behavior you observed exemplifies the concept you identified. Also note your reactions to the observation. Was it what you expected? Was it consistent in every way with what you had learned in class? Did your observation give you any additional insight?

Please limit your essay to THREE (3) double-spaced pages and include at least 3 credible sources. Use one-inch margins and 12-point Times or Times Roman type. Your answer is to be brief, so be concise and cogent. Aim to develop a clear, concise thesis that draws support from information given in the text and outside reading (i.e., journal articles or scholarly books – no popular press references or web pages please!). For sources, I recommend looking up the authors and original papers cited in the textbook or those that we discussed in class. Resist the urge to support your ideas with opinions and personal experiences. Stick to the scientific facts.

Use APA style to cite your sources (at least 3- and only 1 can be the textbook). Include a reference list on a separate page. Links to an online APA style guide can be found on the course D2L site. See sample observation papers on D2L and reference the posted rubric that will be used for grading.

Grading Rubric for Psych 260 Observational Research Paper

	A	B	C	D/F
Observation and Identification of Research Phenomenon				
Topic identification	Identifies a creative, focused, and manageable topic	Identifies a focused and manageable topic	Identifies a topic that is too broadly focused.	Identifies an inappropriate topic.
Summary of observation	Summary of observation is clear, succinct and highlights necessary details.	More detail is needed to make the connection between observation and stated phenomena	Summary is complete but includes details unrelated to topic of study or tries to make connections to multiple topics.	Observation is lacking sufficient detail or is misaligned with psychological topic under study.
Use of Sources to Support Observation	Communicates, organizes and synthesizes information from sources to fully support observation with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	The information is fragmented and/ or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.)
Conclusions	States a conclusion that is a logical extrapolation from the observation and highlights the importance/implications of observation.	States a conclusion focused solely on the observation without discussing implications of 'bigger picture'.	States a general conclusion that inappropriately applies beyond the scope of the observation and or lacks connection to the 'bigger picture'.	States an ambiguous, illogical, or unsupported conclusion from the observation
Written Communication				
Organization	Clear, appropriate organization with effective transitions.	Ideas are in a reasonable order and appropriately paragraphed; introduction, conclusion, and title are present. Smoother transitions are needed between ideas.	Ideas are mostly ordered but rely on explicit transitions between ideas (e.g. "Now I will tell you about...")	Narrative flow is muddled, transitions are ineffective and organizational structure is missing.
Writing Clarity	Few or no errors; effective sentence structure and word choice.	Generally correct and clear, perhaps not as effective as 'A' in sentence structures or word choice.	Errors are present, enough to distract but not prevent understanding.	Errors are frequent or severe enough to interfere with communicating ideas.
Citations and Reference List	Reference list is complete and formatted in APA style. In-text citations are appropriately referenced. In-text citations and reference list align completely.	Minor inaccuracies in formatting of references or in text citations.	Major inaccuracies in formatting and citing. Heavy reliance on quoting sources.	Reference list or citations are inappropriately listed or missing

Results from Grading Rubric for Psych 260 Observational Research Paper

Observation and Identification of Research Phenomenon				
	A	B	C	D/F
Topic identification	26	1	5	0
Summary of observation	28	2	2	
Use of Sources to Support Observation	17	9	5	2
Conclusions	13	19	0	0

Connection of Rubric Categories to Course Learning Outcomes

Learning Outcome 1: Identify and define major terms, concepts, and methods used in developmental psychology.

- Topic Selection
- Summary of Observation

Learning Outcome 2: Apply theories of developmental psychology to real life examples in class, in the media, and in your own life

- Topic
- Summary of observation
- Conclusions

Learning Outcome 4: Write and think critically about current research and topics in developmental psychology.

- The research paper assignment as a whole

Learning Outcome 3: Describe the major theories of developmental psychology and identify their strengths and weaknesses

- Possible that students could demonstrate this learning objective in their paper, but not necessary

Summary of Trends:

As the table above indicates, most students had no trouble completing learning outcomes 1 and 2 by successfully identifying developmental phenomena as it occurred in real life and appropriately summarizing that observation. As a whole, the class found interesting and varied examples in their daily interactions with family members or observations of strangers in public (e.g. infant language development, attachment styles, parenting styles, moral development). Students accurately described their observations using correct terminology and deeply considered why the observations unfolded the way they did (albeit too frequently with personal intuition rather than empirical data).

Where more students struggled was in correctly using outside sources to support their observations. Only half of the class fully satisfied this requirement by appropriately applying three outside sources to their observations. Most students (B range) could support their observation with the material directly covered in the textbook or cited in lecture. Finally, my intention in designing the assignment was that students would formulate a conclusion that went beyond their singular observation to demonstrate a broader implication of that developmental phenomenon for society

as a whole. For example, the student in my “A paper example” discussed Piaget’s preoperational stage of development and the limits in thinking she witnessed in a 4 year old cousin. She concludes by generalizing beyond her observation to make the point that adults should keep this stage in mind to prevent them from erroneously concluding that a child is egocentric. In contrast, the “B student example” simply concluded by summarizing the observation again.

Summary of Student Self-Assessment of Learning Outcome Success

At the conclusion of the course, students were given an anonymous questionnaire asking them to self-assess their abilities on each of the learning outcomes prior to taking the course and as a result of taking the course. 28 of 36 students completed the questionnaire. On all four learning outcomes, most students perceived their abilities as improving at least one category level.

Learning Outcome 1: Identify and define major terms, concepts, and methods used in developmental psychology

Prior to Course			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
1	19	8	0
At Course Completion			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
0	0	19	9

Learning Outcome 2: Describe the major theories of developmental psychology and identify their strengths and weaknesses

Prior to Course			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
9	15	4	0
At Course Completion			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
0	0	22	6

Learning Outcome 3: Apply theories of developmental psychology to real life examples in class, in the media, and in your own life

Prior to Course			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
6	14	8	0
At Course Completion			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
0	1	15	12

Learning Outcome 4: Write and think critically about current research and topics in developmental psychology

Prior to Course			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
6	16	5	1
At Course Completion			
Negligible Ability	Basic Ability	Developing Ability	Advanced Ability
0	1	18	9

Sample A paper

Observation Paper

While spending time with my second cousin, a 4 and half year old, I observed her behavior. Her behavior could be defined as, "all about me," although she is a very sweet girl. First, I spent some time with her at a baby shower during the day, and then baby sat her along with her brother that night so her parents could enjoy some time to themselves. I forgot what it was like to be around a child at this age.

I noticed that Emma would get fixed on an idea or concept very easily, and not let it go, otherwise known as centration. While at a baby shower, she noticed that I was a girl, and I wasn't wearing make up. In particular, I wasn't wearing lipstick. Women who wear lipstick surround her daily. Her mom, grandma, and pre-k teacher (the most important women in her life) all wear lipstick. Her mom informed me that she watches her mom put on lipstick every morning, and every chance she gets to play dress up, and wear lipstick, she does. Her mom tried explaining to her that not all woman wear make up. She was puzzled by this idea.

Then, back at the house that night, I went to pour her, and her 9-year-old brother some chocolate milk for dinner. I gave her the pink cup, thinking she would have that preference, and her brother a blue glass. Following that, "I want that one," pointing at the blue cup. I looked at the glasses, nearly the same size, although one was shorter and wider, while the other was taller and skinnier, both fitting nearly identical volumes. I asked her why, and she replied, "Because it's bigger." Her brother informed me that she always has to have that cup. After dinner, we were making cookies. They were the pre-made cookies that were already in squares ready to bake. However, I told both kids that they could make the dough into

→ CITE

fringed ?

→ connect to Piaget here

whatever shape they wanted, but they could only eat the cookie they made that night. She made hers into a thick heart, while her brother rolled his out into a thinner pumpkin. After the cookies were baked, Ethan's obviously appeared larger in diameter than Emma's. She was unsatisfied with the fact that his was "bigger." She informed us, "It's not fair, he has more." I tried to explain that both cookies had the same amount of dough to begin with, so they both had the same amount of cookie. However, she didn't grasp this concept, either.

These examples from my observations would classify Emma in the preoperational stage of cognitive development. Piaget characterizes children in this stage as lacking understanding of conservation, as well as focusing on something, and getting fixed on it. This idea is known as centration, which is focusing attention on one characteristic and ignoring others (Santrock, 2012). When Emma was focusing on how I am a woman and I wasn't wearing any lipstick, she was ignoring the fact that I was wearing a sweater dress, and had a bow in my hair, two other womanly attributes. Crago, in his article, discussed how a girl in the preoperational stage focused on the unhappiness in a portrait. He commented that she centered her attention on one single aspect of the portrait's appearance (the inside of the bottom loop, which is tear-shaped), and this sign of unhappiness then controlled her response (Crago, 1993). Further, she couldn't even pick up on the fact that the portrait wasn't animate, and that it wouldn't be sensible for emotions to be expressed. (Crago, 1993). The main point is that this girl picked up and focused on the tear shape, making the portrait "unhappy," while Emma focused on that I wasn't wearing lipstick/make-up, and that I was a girl, and that's what they do.

A sub-characteristic of centration is the lack of understanding of conservation. Piaget demonstrates this through a task (Santrock, 2012). He fills two of the same beakers with the same amount of liquid. He brings out a third beaker (tall and thin). When he pours the liquid from one of the original beakers into the third beaker, and asks if the original beaker, and third beaker contain the same amount, children in the preoperational stage respond, no. Santrock (2012) proposes that even when the experimenter attempts to reverse the action, or question the child if the liquid would go back in the original beaker, would it be the same? The child doesn't have the mental capacity to understand this concept. Similarly, when I referred back to the fact that originally the cookie dough squares were the same shape, so they should still have the same amount of cookie, Emma didn't understand. Craig, Love, and Olim (1973) support the same idea through the same experiment, finding that children engage in "centering" on the height dimension. They focus on the relative height rather than the absolute quantity, and respond to researchers that the taller and narrower container has more liquid in it. Craig et al. (1973) mentioned that preoperational children are incompetent in understanding conservation. In the same manner, Emma focused on the blue tall and skinny glass (centering on the height) having more in liquid in it.

These are characteristics of a child (3-6 year old) in the preoperational stage. It is important to acknowledge these characteristics in order to avoid labeling a child as egocentric, or unintelligent due to these characteristics, as children at this age lack the mental capacity of the concepts. The evidence from my observation matches all of the preoperational stage characteristics.

References

Crago, M. (1993). Creating and Comprehending the Fantastic: A Case Study of a Child from Twenty to Thirty-Five Months. *Children's Literature in Education*, 24(3), 209-221.

✓ Craig, G.I., Love, J.A., & Olim, E.G. (1973). Perceptual Judgements in Piaget's Conservation-of-Liquid Problem. *Child Development*, 44(2), 272-375.

Santrock, J.W. (2012). *A Topical Approach to Life-span Development: 6th Edition*. New York, NY: McGraw Hill.

Solid observations and overall great support of the observation with research evidence. One place to improve would be in integrating each Piagetian observation with the evidence/explanation rather than saving it all until the end. Nice summary paragraph connecting to the "big picture".

Grading Rubric for Psych 260 Observational Research Paper

95

	A	B	C	D/F
Observation and Identification of Research Phenomenon				
Topic identification	Identifies a creative, focused, and manageable topic	Identifies a focused and manageable topic that appropriately addresses relevant aspects of the original study	Identifies a topic that is too broadly focused.	Identifies an inappropriate topic.
Summary of observation	Summary of observation is clear, succinct and highlights necessary details.	More detail is needed to make the connection between observation and stated phenomena	Summary is complete but includes details unrelated to topic of study or tries to make connections to multiple topics.	Observation is lacking sufficient detail or is misaligned with psychological topic under study.
Use of Sources to Support Observation	Communicates, organizes and synthesizes information from sources to fully support observation with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	The information is fragmented and/ or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.)
Conclusions	States a conclusion that is a logical extrapolation from the observation and highlights the importance/implications of observation.	States a conclusion focused solely on the observation without discussing implications of 'bigger picture'.	States a general conclusion that inappropriately applies beyond the scope of the observation and or lacks connection to the 'bigger picture'.	States an ambiguous, illogical, or unsupported conclusion from the observation
Written Communication				
Organization	Clear, appropriate organization with effective transitions.	Ideas are in a reasonable order and appropriately paragraphed; introduction, conclusion, and title are present. Smoother transitions are needed between ideas.	Ideas are mostly ordered but rely on explicit transitions between ideas (e.g. "Now I will tell you about...")	Narrative flow is muddled, transitions are ineffective and organizational structure is missing.
Writing Clarity	Few or no errors; effective sentence structure and word choice.	Generally correct and clear, perhaps not as effective as 'A' in sentence structures or word choice.	Errors are present, enough to distract but not prevent understanding.	Errors are frequent or severe enough to interfere with communicating ideas.
Citations and Reference List	Reference list is complete and formatted in APA style. In-text citations are appropriately referenced. In-text citations and reference list align completely.	Minor inaccuracies in formatting of references or in text citations.	Major inaccuracies in formatting and citing. Heavy reliance on quoting sources.	Reference list or citations are inappropriately listed or missing

Sample B paper

Over thanksgiving break I was able to observe my two little cousins, Ava who is 3 and Lana who is just about 3 and a half I thought this would be the perfect time to watch them from a distant and see how they interact and play. As soon as they saw each other they both retreated to the back where all the toys were. Both of them wanted to play "house", one was the mommy and one was the little girl. They would pretend to make dinner, and sip on their imaginary tea from their empty cups. They used an old box in the corner to be their dinner table, and sat and ate their "pretend" thanksgiving dinner.

As they interacted I noticed it was a great example of symbolic representation. They would use pretend play to imagine that there was actually food in the microwave or tea in their cups. These situations fall into Piaget's second stage of development, the Pre-Operational stage. During this stage children have the capability to do symbolic play and to manipulate symbols (Oswalt, 2014),

While both of them had the ability to imagine that objects or symbols were present with them not actually being there, they also had some limitations. Although most of the time they got along, I also saw signs of egocentric thinking. This is the difficulty to see things from other people's point of view. More times than not they would stick to their own viewpoint. If they liked something then it was what they wanted, an example of that happened when Lana wanted to pretend make mashed potatoes, and just assumed that Ava wanted to make that too, when Ava didn't like them at all. I also noted a

okay
why not
cite
Piaget.
need to define + cite here.

conversation they had that depicted egocentrism very well between my two little cousins.

Lana: "I want to make mashed potatoes for dinner!" Ava: "I think ill brush my doll's hair." Lana: "Mommy always puts butter is the potatoes." Ava: "my doll's name is Ava like me!"

- connect back to Piaget

A good example of that also relates back to an experiment we learned about in class, Piaget's Three Mountain task. During this experiment children are shown three views of a mountain, and then asked what a traveling doll would see at each of the various angles. The child would have difficulty describing the viewpoint of the doll, and only describe their personal viewpoint. (Albert, 2014)

this is more perspective taking!
TOM related to egocentrism but doesn't support your point as strongly

After observing them play I thought I might as well continue for the rest of the night. During dinner I also observed Lana show what Piaget calls conservation. Her older sister got a different shaped cup of chocolate milk with almost the same amount of liquids as her and she threw a fit saying that she got less milk, when in fact she got the same amount just in different shaped cup. (Santrock, 2002)

not the place to cite

Again - need to elaborate / define

It seemed as though there were more limitations than advances during this stage, but they are at the time where they are learning all these new things, and taking in all the world has to offer. Their curiosity is very high, and they want to ask questions and investigate new and interesting things. At this stage their thoughts are very different from adults and they lack the ability to think logically and do appropriate problem-solving tasks. Over time they will learn the ability to see other people's points of view and their, and also learn that people have different mental states and preferences other than their

own, but for now it is so interesting to watch and see the different things we learned in class apply to real world examples.

Connect / conclude beyond your obs. to kids at large

References:

Santrock, J. (2002). A topical approach to life-span development (6th ed.).

Boston: McGraw-Hill.

Albert, R. (Director) (2014, October 1). Developmental Psychology 260. Lecture conducted from Stevens Point.

Oswalt, A. (n.d.). Betty Hardwick Center. Retrieved December 1, 2014, from http://www.bhcmhmr.org/poc/view_doc.php?type=doc&id=12758&cn=462

Not an appropriate source
Need an empirical journal article

The observation is fine, but you're lacking the empirical evidence to back-up these claims
would be better to find sources + focus on just 1 aspect of the pre-ops period

Grading Rubric for Psych 260 Observational Research Paper

~~XXXXXXXXXX~~
 83

	A	B	C	D/F
Observation and Identification of Research Phenomenon				
Topic identification	Identifies a creative, focused, and manageable topic	Identifies a focused and manageable topic that appropriately addresses relevant aspects of the original study	Identifies a topic that is too broadly focused.	Identifies an inappropriate topic.
Summary of observation	Summary of observation is clear, succinct and highlights necessary details.	More detail is needed to make the connection between observation and stated phenomena	Summary is complete but includes details unrelated to topic of study or tries to make connections to multiple topics.	Observation is lacking sufficient detail or is misaligned with psychological topic under study.
Use of Sources to Support Observation	Communicates, organizes and synthesizes information from sources to fully support observation with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	The information is fragmented and/ or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.)
Conclusions	States a conclusion that is a logical extrapolation from the observation and highlights the importance/implications of observation.	States a conclusion focused solely on the observation without discussing implications of 'bigger picture'.	States a general conclusion that inappropriately applies beyond the scope of the observation and or lacks connection to the 'bigger picture'.	States an ambiguous, illogical, or unsupported conclusion from the observation
Written Communication				
Organization	Clear, appropriate organization with effective transitions.	Ideas are in a reasonable order and appropriately paragraphed; introduction, conclusion, and title are present. Smoother transitions are needed between ideas.	Ideas are mostly ordered but rely on explicit transitions between ideas (e.g. "Now I will tell you about...")	Narrative flow is muddled, transitions are ineffective and organizational structure is missing.
Writing Clarity	Few or no errors; effective sentence structure and word choice.	Generally correct and clear, perhaps not as effective as 'A' in sentence structures or word choice.	Errors are present, enough to distract but not prevent understanding.	Errors are frequent or severe enough to interfere with communicating ideas.
Citations and Reference List	Reference list is complete and formatted in APA style. In-text citations are appropriately referenced. In-text citations and reference list align completely.	Minor inaccuracies in formatting of references or in text citations.	Major inaccuracies in formatting and citing. Heavy reliance on quoting sources.	Reference list or citations are inappropriately listed or missing

Inappropriate
 3rd source

Sample C paper

Adults and the Effects of Divorce

The United States has the greatest divorce rate compared to any other country. As stated by the National Center for Vital Statistics, the divorce rate declined in recent decades after peaking at 5.1 divorces per 1,000 people in 1981 and had declined by 2009 to 3.6 divorces per 1,000 people (National Center for Vital Statistics, 2010). Divorce can happen between anyone if the couple does not take time for one another and continuously work on their marriage. Over the course of the past 3-4 years, I have gotten to observe one of my close friend's parents go through a divorce and the effects that it has had on the parents. Also, eight years ago, my parents went threw a divorce and I experienced and observed some of the same effects. According to Dr. Albert, the effects of divorce are anxiety, depression, loss of self-esteem, intimacy issues in new relationship and increase in substance abuse (Albert, Date)

The family that I have been observing is a mother and a father with four children; three girls and one boy, they are very close family friends to me and are near and dear to my heart. I have been observing them in their own home, running errands with them, their children's sporting events and at family get-togethers. Watching all of them go through this divorce has been very emotional and painful to watch because I know how hard it is to be in that position, I was in that position eight years ago and still have the after-effects of it.

Focus
on
the
specific
observations

Over the course of the past few years, I have noticed a lot of different things and have even tied them back to my personal life. As mentioned early, the effects of divorce

on adults are anxiety, depression, loss of self-esteem, intimacy issues in new relationship, and increase in substance abuse. ^(evidence?) The current family that I have been observing, I have noticed every single one of these in both, not just one, but both of the parents. I have also talked with the children and they have noticed four out of the five effects. When the two parents decided to live in separate homes their anxiety and depression levels increased immensely. The mother was constantly on the run with the children; which caused her to be overwhelmed and create the anxiety along with the depression because her marriage had fallen apart. She had troubles sleeping, keeping up with household tasks and getting everything done that she needed to because of the depression and anxiety. The father on the other hand, was depressed because he was unable to see his children as much as he wanted which lead to anxiety on a daily basis, where he had to be put on medications from his doctor. I noticed their self-esteem between the both of them went downhill. They both were embarrassed at the fact that they had to resort to a divorce and felt that people had been judging them creating their self-esteem to diminish. When talking with the children, the one effect they didn't see in their parents come out was their intimacy issues, but I did observe this. I noticed that when they would meet someone new of the opposite sex, they were more likely to be cautious and keep more to themselves. The two of them had no desire to be in a new relationship anytime soon, if at all in the future. The last effect that I noticed was only in the father, increase in substance abuse. He always drank at social gatherings or at home but throughout the divorce, he was drinking more than ever before and this was something that concerned his children. I talked with them stating that it was an effect of divorce but maybe he needed more help. The four kids came up with a plan to visit their father more regularly and that seemed to cut down on

Break
'ns
17s of
separate
Ideas

Focus
on
either the
kids or
parents
but
trying to
do both
in this
paper is too
much

his drinking, he was drinking because he was depressed, had the anxiety and didn't get to see his children on a daily basis anymore, as stated by their children after talking with him.

I did get a chance to interview the mother (father choose not to), with what she thought was going on throughout the divorce. Jane* admitted to the anxiety, depression, lower self-esteem, being untrustworthy of the opposite sex and had even noticed the increase in substance abuse that was happening to her children's father. She said: "This divorce has been hard on all of us, but we are making it, and I have been praying that Craig's* substance abuse is just happening because of the divorce, I can't imagine doing this as a total single parent if something were to happen to him" (Hintz 2014). Jane was very concerned about Craig because she wasn't sure how extreme the problem would get if it weren't addressed right away. After talking with Jane and observing this family, I have noticed that I am not the only one, or her children, that has seen the effects of divorce and what it can do to the parents.

In conclusion, what I observed from the parent's getting divorced, was exactly what I had expected. No divorce is ever easy and it is stressful on everyone involved; children, family, and friends. From what I had learned in the past and what I currently learned in developmental psychology this year, the effects on the parent's were consistent in my findings. Because divorce is much more common today, I have seen multiple families go through the process and I have always seen at least three or more of the five effects that can happen. What I didn't know from before is the effect divorce has on the increase of substance abuse. I have always thought that the reason they had a substance

abuse problem was because of them having one before, not the start of it because of getting a divorce. Divorce is a nasty thing, and it can lead to nasty effects.

*Names have been changed

References

Albert (2014, November 17). Lecture on family, parenting styles, and divorce.

Hintz (2014, November 23). Interview with mother on her divorce. —

National Center for Vital Statistics. (2010). Births, marriages, divorces, deaths:

Provisional data for November 2009. *National Vital Statistics Reports*, 58(23), 1-5.

need
empirical
evidence

-1/3

I warned you that while divorce was an appropriate topic, you needed to focus on a single observation and explicitly back it up with research. You have no empirical evidence to support these claims.

Grading Rubric for Psych 260 Observational Research Paper

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Conclusions	States a conclusion that is a logical extrapolation from the observation and highlights the importance/implications of observation.	States a conclusion focused solely on the observation without discussing implications of 'bigger picture'.	States a general conclusion that inappropriately applies beyond the scope of the observation and or lacks connection to the 'bigger picture'.	States an ambiguous, illogical, or unsupportable conclusion from the observation
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Thoughts for improvement:

At the surface level, the intended LOs for this assignment were met, but I would like to see improvement at a deeper level of integration of the course material with their observations of real-world examples. Particularly, improvement could be demonstrated in students' abilities to extrapolate their observations to a broader conclusion that addresses more 'big picture' implications. This may simply be an adjustment in both the written and verbal instructions for the assignment so that the expectations of the conclusions are clearer. At the start of this semester, I added examples of past student work to D2L so students could see the expectations and difference between papers that fully met the LOs and papers that were lacking. Having the examples to reference greatly improved the quality and depth of the papers from Spring 2014 to Fall 2014. Using student examples to highlight the concluding section of the paper in the future might resolve this issue.

The second place for improvement is in making sure that students can use appropriate outside empirical sources to support their observation. At this point, I'm not sure if this part of the assignment was difficult because students don't know how to look up outside sources, are unsure of how to cite sources, or at the deeper level are lacking the skills to interpret empirical articles and apply them to their observations. In the future, I plan to spend more time demonstrating how to use library databases to find sources to resolve the first potential problem. I also plan to add in a couple of short Psychological Science articles for class discussion earlier in the semester to guide them through the process of reading empirical articles and what to take away from them.

Finally, I might just need to realign my expectations for how far I can push students to fully support their observations with outside sources. Given that this is a 200-level course, consisting of a mix of non-majors and who mostly have not taken a research methods course (Psych 200), it might be too much to ask of them to fully integrate new material at the depth I've been looking for. I still think it is a worthy goal to aim for this depth of accomplishment on each learning outcome, but I will certainly spend more time thinking about how to support students better in achieving these learning outcomes.

2014-2015 GEP Assessment of Investigation Level: Social Sciences

Course: PSYC 260

Instructor: ...

Portfolio's score out of 16: 16 or **100%, Exceeding Expectations**

Next round of assessment: Please reflect on the FLC feedback from the first round of assessment as you revise this course portfolio for the upcoming submission.

Criteria	Meets Expectations	Developing Toward Expectations	Does Not Meet Expectations	Feedback
Course syllabus	<input checked="" type="radio"/> Syllabus is included in course portfolio	<input type="radio"/>	<input type="radio"/> Syllabus is not included in course portfolio	<p>The first three course learning objectives mimic the 3 GEC SS outcomes, with wording specific to the topic area of the course (developmental psychology</p> <p>Examples of techniques used throughout the course to assess both course learning outcomes and GEP SS outcomes (see note above) as well as specific examples for each type of assessment tool used throughout the course. Instructor will assess GEP SS learning outcome 1.</p>
Explanation of alignment of course with GEP category outcomes	<input checked="" type="radio"/> Clear explanation of how course is aligned with all of the GEP category learning outcomes	<input type="radio"/> Limited explanation of how course learning outcomes are aligned with all of the GEP category learning outcomes	<input type="radio"/> No explanation of alignment included	
Learning Experiences	<input checked="" type="radio"/> Clear explanation of the course learning experiences that	<input type="radio"/> Limited explanation of the course learning	<input type="radio"/> No explanation of course learning	

	are designed to support student achievement of the targeted GEP learning outcomes (must address at least one)	experiences that are designed to support student achievement of the targeted GEP learning outcomes (must address at least one)	experiences provided	
Description of Activity Assessed	<input checked="" type="radio"/> Clear description is provided of the activity being assessed	<input type="radio"/> Limited description is provided of the activity being assessed	<input type="radio"/> No activity described	Assignment as well as grading rubric provided. Grading rubric categories of topic identification and summary of observation, source support were used to assess GEP SS LO #1
Rubric?	<input checked="" type="radio"/> Rubric is included in course portfolio	<input type="radio"/>	<input type="radio"/> Rubric is not included in course portfolio	
Description of the criteria used to evaluate student learning	<input checked="" type="radio"/> Clear description of the criteria used to assess at least one learning outcome	<input type="radio"/> Limited description of the criteria used to assess at least one learning outcome	<input type="radio"/> No criteria described	Comments: Self-assessment of ability level by students through a survey at the end of the course most learning outcomes responses in "basic" and "developing" ability categories on self-assessment prior to course and "Developing" and "advanced" on conclusion.
Assessment Results	<input checked="" type="radio"/> A complete summary of assessment	<input type="radio"/> A partial summary of assessment results is	<input type="radio"/> No summary included	

	results is provided	provided, but lacks detail and/or clarity			
Charts, graphs and/or tables?	<input checked="" type="radio"/> Charts, graphs and/or tables are included	<input type="radio"/>	<input type="radio"/> Charts, graphs and/or tables not included		
Results from other feedback mechanisms (optional)	<input type="radio"/> Results from other student feedback mechanisms are included	<input type="radio"/>	<input checked="" type="radio"/> No additional student feedback included		
Samples of student work	<input checked="" type="radio"/> Student work provided represents at least two levels of achievement	<input type="radio"/> Student work provided represents one level of achievement	<input type="radio"/> No samples of student work included		Three levels (A, B, C) papers provided with grading rubric assessment, with copies of associated rubric evaluation by instructor.
Future Plans	<input checked="" type="radio"/> Clear explanation connecting assessment results with future plans for the course	<input type="radio"/> Limited explanation connecting assessment results with future plans for the course	<input type="radio"/> No explanation included		Very insightful and thorough reflection piece.
Overall Score	Click here when evaluation is complete	not used	not used	not used	Feedback
	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yours is a model portfolio!