

**Course information**

PSY 331A01 | Laboratory in Research Methods for Psychology: Developmental | Section 002 | 3 sem. hours  
 Class meetings: Monday/Wednesday | 10:00-11:50 a.m. | DeGarmo Hall 406 | [Canvas site](#)

**Contact information**

Course instructor	Derek J. H. Meyers, EdD (he/him) – please, call me <i>Dr. Derek</i>
Departmental affiliation	Instructional Assistant Professor, Department of Psychology
Office location	via Zoom (see Canvas)
Office hours	Monday, 12:00-12:50 p.m.; Wednesday, 9:00-9:50 a.m.; and by appointment
Phone number	(309) 438-7325
Email address	<a href="mailto:djherrm@ilstu.edu">djherrm@ilstu.edu</a>
Faculty profile	<a href="https://psychology.illinoisstate.edu/faculty-staff/profile/?ulid=djherrm">https://psychology.illinoisstate.edu/faculty-staff/profile/?ulid=djherrm</a>
Graduate assistant	Begüm Orhan (she/her)
Departmental affiliation	Clinical-Counseling Psychology student, Department of Psychology
Office location	via Zoom (see Canvas)
Office hours	Tuesday/Thursday, 2:30-5:30 p.m.; and Friday, 11:00 a.m.-3:00 p.m.
Email address	<a href="mailto:borhan@ilstu.edu">borhan@ilstu.edu</a>

**Course description and overview**

From [CourseFinder.IllinoisState.edu](#) (via the [Illinois State University 2025-2026 Undergraduate Catalog](#)):

**Subject:** Psychology

**Credit hours:** 3.00

**Course Description:** Advanced research course focusing on particular content areas. PSY majors only.

**Prerequisites:** PSY 138 and 231 (for PSY 331A01); Not for credit if earned credit in PSY 331A01 (for PSY 415A01)"

This is an advanced course that is required for both undergraduate psychology students and graduate developmental psychology students given the focus on research methods in psychology and in this course specifically, research methods in developmental psychology. For undergraduate students, the knowledge and skills learned in this course expand on those learned in other required courses for the psychology program, including: (1) PSY 138 *Reasoning in Psychology using Statistics*, (2) PSY 213 *Lifespan Development*, (3) PSY 231 *Research Methods in Psychology*, and (4) PSY 340 *Statistics for the Social Sciences*. For graduate students, the knowledge and skills learned in this course likely expand on those learned in other required courses for the developmental psychology program, including: (1) PSY 440 *Statistics: Data Analysis and Methodology*, (2) PSY 452 *Seminar in Developmental Psychology*, and (3) PSY 453 *Seminar in Adolescent Development*. The knowledge and skills learned in this course also expand on those learned in elective courses you may have completed/be completing, including: (1) PSY 301/401 *Infant and Child Development*, (2) PSY 302/402 *Adolescent Development*, and (3) PSY 303/403 *Adult Development and Aging*.

The course content includes the research methods used in the study of psychology generally and the research methods used in the study of biological, physical, perceptual, cognitive, emotional, and social development during the neonatal period, infancy, childhood, adolescence, adulthood, and aging. This course content will be delivered across three units that are comprehensive, somewhat coinciding, and cumulative: (1) General research methods in psychology, completed from beginning of term through midterm; (2) Developmental research methods in psychology, completed from midterm through end of term; and (3) Critical thinking, information literacy, and research/professional writing in psychology; completed from beginning of term through end of term.

There are two, two-hour class meetings each week, and these four hours will consist of presentations, activities, and discussions related to the course content in a more blended lecture/lab format. Your learning of the course content will be determined through both formative (feedback-based) and summative (performance-based) evaluations, all of which will contribute to the final grade earned for this course. The summative evaluations are a research proposal paper and two content examinations, and the formative evaluations will be completed throughout the semester to assist in your understanding and application of the course content in preparation for the summative evaluations. For the research proposal paper, the formative evaluations include assignments that will help you to develop the different components of the final paper both during and outside class meetings. For the midterm and final examinations, the formative evaluations include response papers that will help you to review the course content during class meetings.

**Course objectives and student outcomes**

The Department of Psychology has determined that PSY 331 *Laboratory in Research Methods for Psychology* addresses [25 psychology course objectives](#) that relate to Theory and content of psychology; Research methods; Application of psychology; Values in psychology; Career planning and development; Information competence, technology, and computers; Critical and creative thinking, reasoning, and problem solving; and Communication. The content of this specific course addresses these broad areas, although the 25 psychology course objectives may be addressed indirectly. In addition, this specific course also addresses the six student outcomes presented below, and each class meeting of the course includes learning outcomes that are addressed as the content is covered.

Through successful completion of this PSY 331A01 course, you can be expected to:

- Acquire and use specialized knowledge and skills in the field of psychology regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing;
- Apply principles and theories in the field of psychology regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing;
- Employ methods of analysis and problem-solving in the field of psychology regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing;
- Communicate ideas about the field of psychology regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing;
- Clearly and effectively demonstrate creative capacities in the field of psychology regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing;
- Receive specialized training and practice career-related skills regarding general/developmental research methods; and critical thinking, information literacy, and research/professional writing.

**Course readings**

**Books** (recommended; available through Milner Library/access online and within Canvas)

American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). Author.

- Print edition available for loan at Milner Library ([building use only](#))
- Relevant information also available at <https://apastyle.apa.org/>

Miller, S. A. (2018). *Developmental research methods* (5<sup>th</sup> ed.). Sage.

- Print edition placed on Course Reserve/available for loan at Milner Library ([building use only](#))
- E-book also available through Milner Library ([access within Canvas](#))

**Book chapters** (recommended; access within Canvas)

Miller, S. A. (2014). Research proposals. In *Writing in psychology* (pp. 71-85). Routledge.

Steinberg, L. (2014). The study of adolescent development. In *Adolescence* (10th ed., pp. 3-18). McGraw-Hill.

**Journal articles** (required; access within Canvas/available through Milner Library)

De Vito, K. (2020). Seeking a secure base: Gangs as attachment figures. *Qualitative Social Work*, 19(4), 754-769.  
<https://doi.org/10.1177/1473325019852659>

Gilbert, B. L., Banks, J., Houser, J. H. W., Rhodes, S. J., & Lees, N. D. (2014). Student development in an experiential learning program. *Journal of College Student Development*, 55(7), 707-713.  
<https://doi.org/10.1353/csd.2014.0072>

Lang, A. R., Pelham, W. E., Johnston, C., & Gelernter, S. (1989). Levels of adult alcohol consumption induced by interactions with child confederates exhibiting normal versus externalizing behaviors. *Journal of Abnormal Psychology*, 98(3), 294-299. <https://doi.org/10.1037/0021-843X.98.3.294>

Whitbourne, S. K., Zuschlag, M. K., Elliot, L. B., & Waterman, A. S. (1992). Psychosocial development in adulthood: A 22-year sequential study. *Journal of Personality and Social Psychology*, 63(2), 260-271.  
<https://doi.org/10.1037/0022-3514.63.2.260>

**Research proposal readings** (required; access *Sample APA paper* within Canvas/others through Milner Library)

Kahn, J. H. (2020). *Sample APA paper for students interested in learning APA style 7th edition* [Unpublished manuscript]. Department of Psychology, Illinois State University.

<https://bpb-us-w2.wpmucdn.com/about.illinoisstate.edu/dist/5/366/files/2023/09/APAsample.pdf>

After the references list workshop, you will search for at least 15 sources that may contribute to your research proposal. Of those, you then will select and review at least 10 sources that will contribute to your research proposal.

### Course policies

#### Academic integrity and dishonesty

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#). This means that the attachment of your name on any academic work shall be regarded as assurance that the work is the result of your own thought, effort, and study. All work is to be appropriately cited when it is borrowed, whether directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. Using content from an Artificial Intelligence third-party service/site (AI-generated content) without proper attribution or prior authorization also is plagiarism.

If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please contact me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to the [Student Conduct Office](#), a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

- If there is an occurrence regarding potential academic integrity/dishonesty, I first will discuss it with you and any penalty that may applied. Such a penalty can include receiving 0 points for the assignment or failing the course (or worse), depending on the nature of the offense. Based on the nature of the offense and the outcome of this discussion, Student Conduct Office staff may be involved.

#### Class attendance and absences

You are responsible for attending all class meetings and completing all academic work. Be familiar with [which absences are excused under university policy and which are not](#). If you have to miss class due to an excused absence, then contact the [Dean of Students Office](#) to request that a formal excused absence notice be sent to me and your other instructors. The Dean of Students Office can send a courtesy notice to instructors about other absences, but many other absences (including illness, appointments) are subject to the absence policy for this (and any) course and are not excused under university policy.

If you have to miss a class meeting due to participation in a [University-Authorized Activity](#), then it is your responsibility to inform me (and your other instructors) of scheduled absences in advance and to provide a schedule of all semester absences, as soon as known, when possible.

You are responsible for making arrangements with me to complete missed coursework, whether the absence is excused under university policy, for a University-Authorized Activity, or 'unexcused' (i.e., neither of the other two).

- I take attendance to determine points for Response papers and workshop/conference activities (see **Evaluation procedures** below). If you are absent from a class meeting, then you can earn points for the Response papers completed and if you are absent from a workshop/conference, then you can contact me to complete the activities/earn the points (whether the absence is excused under university policy, for a University-Authorized Activity, or unexcused; see **Late assignments** below). You also should review Canvas to determine what we completed, and I always am happy to discuss the content/activities with you.

#### Classroom behavior and constructive conversations

Illinois State University is committed to maintaining a safe environment for the University community. In the classroom and elsewhere, you are expected to conduct yourself in a manner consistent with Illinois State University's [Code of Student Conduct](#). Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This course may provide both anticipated and unexpected opportunities to engage in this kind of conversation and if this occurs, then our discourse will remain civil.

**Diversity and inclusion in the classroom**

The University remains committed to creating and maintaining a working, learning, and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. The setting of this course will encourage your learning, growth, and development, and some of the ways these occur are by asking questions, listening to what others have to say, and having discussions. All of these are encouraged, and respect will be given to every person, as well as every question asked and every opinion stated. Remember that everyone in the class is learning, and we all learn in different ways based on our own perspectives and experiences.

**Electronic resources**

Most resources and materials for this course are available through Canvas. You also will use this to submit your assignments, access my feedback on them, and track your progress using the gradebook. Lecture outlines can be accessed through Canvas to be used during class meetings, and using a laptop or tablet for this purpose during class meetings is encouraged. Please use these devices only for educational purposes during class meetings. Similarly, cell phones only should be accessed/used during class meetings when necessary, and you should feel free to excuse yourself from our class meetings at any time that you need and return when you are ready.

**Evaluation procedures**

This course includes both formative (feedback-based) and summative (performance-based) evaluations of your learning regarding the three units of content (general research methods in psychology; developmental research methods in psychology; and critical thinking, information literacy, and research/professional writing in psychology). The summative evaluations (a research proposal paper and midterm/final examinations) are 'performance-based' because you have one opportunity when submitting/completing them to earn/lose points. The paper is evaluated with a scoring rubric to provide points for each criterion, and the examination responses are scored as correct/incorrect to provide points for each item. The formative evaluations will assist in your preparation for the paper/examinations and are 'feedback-based' because you have multiple opportunities to earn/not earn points. Submission/completion of the different assignments throughout the semester will provide the points, even if they are submitted/completed late, because submitting/completing those assignments and receiving feedback are their purpose regardless (to an extent; see **Late assignments** below) of the submission/completion timing.

**General research methods in psychology & Developmental research methods in psychology (250 points)**

During the first half of the semester, the course content will primarily be a review of prerequisite content (e.g., from PSY 231 *Research Methods in Psychology*) that is focused on general research methods in psychology and will help as you begin your research proposal. In addition to more quantitative research methods that are used with more basic research studies in psychology, we will learn about qualitative research methods and textual data analysis in psychology and the ways they differ from quantitative research methods and numerical data analysis. We also will learn about more applied research studies in psychology and incorporate research journal articles throughout the first half of the semester as examples of general research methods in psychology. During the second half of the semester, the course content will mostly be an introduction of new content that is focused on developmental research methods in psychology and will also help as you finish your research proposal. In addition to developmental theories and developmental designs, we will learn about methods to study aspects of physical, cognitive, emotional, and social development and how those methods differ across the lifespan periods of infancy, childhood, adolescence, and adulthood/aging. We also will learn about specific considerations for studying people during these different lifespan periods and incorporate research journal articles throughout the second half of the semester as examples of developmental research methods in psychology.

**Response papers (90 points)**

Most class meetings will include a self-evaluation of your understanding and application of the course content through short written responses to questions followed by discussions of these responses as a group. Your attendance (signing the attendance log) and engagement (writing and then discussing your/others' thoughts) when response papers are completed will earn points for them.

**Midterm and final examinations (160 points)**

The examinations include close-ended responses to multiple-choice items regarding the course content, is open-resource, and will be completed online through Canvas (see **Schedule** below). The midterm

examination (80 points) will include content regarding general research methods in psychology; and critical thinking, information literacy, and research/professional writing in psychology. The final examination (80 points) will include content regarding developmental research methods in psychology; and critical thinking, information literacy, and research/professional writing in psychology.

**Critical thinking, information literacy, and research/professional writing in psychology (250 points)**

Throughout the semester, you will develop and write a research proposal to describe and explain a hypothetical study related to developmental psychology. The basic framework for your proposed study is to examine the development of a psychological construct (e.g., a behavior, mental processes, personality traits) through comparing individuals of different ages, different cohorts, and/or at different times of measurement (i.e., using a developmental design). Regardless of the psychological construct(s) and methods to examine their development you select, you will propose replication study (either approximate/modified or conceptual) to determine whether conclusions from previous/original studies would be the same/similar when methodological variations to the previous/original studies are incorporated (i.e., through your research proposal/hypothetical study).

**Workshops, tables, outlines, drafts, and conferences/review (150 points)**

First, we will focus on the references list of your research proposal. The references list workshop (5 points) will help you to search the library databases to locate 15+ sources for your research proposal. The references list table (10 points) will help you to select 15+ sources that you located for your research proposal, and the references list outline (10 points) will help you to format these sources into APA style references list entries for your research proposal.

Second, we will focus on the literature review component of your research proposal. The literature review workshop (5 points) will help you to work with your 15+ sources and understand how they may/will contribute to your research proposal, and the literature review table (10 points) will help you to determine how your 10+ selected sources will contribute to your research proposal. The literature review outline (10 points) will help you to extract important information from your sources that will contribute to your research proposal, and the literature review conference (5 points) will provide peer feedback to help you better understand how that information from your 10+ sources will contribute to your research proposal.

Third, we will focus on the introduction section of your research proposal. The introduction workshop (5 points) will help you to work with the peer feedback (from the literature review conference) and determine how that and the information from your sources will contribute to the introduction of your research proposal, and the introduction outline (10 points) will help you to organize information for this section of your research proposal. The introduction draft (10 points) will help you to write a preliminary introduction section of your research proposal, and the introduction conference (5 points) will provide peer feedback to help you edit and revise this preliminary section of your research proposal.

Fourth, we will focus on the method section of your research proposal. The method workshop (5 points) will help you to work with the peer feedback (from the introduction conference) and determine how that and the information from the introduction can be addressed through the method of your research proposal, and the method outline (10 points) will help you to organize information for this section of your research proposal. The method draft (10 points) will help you to write a preliminary method section of your research proposal, and the method conference (5 points) will provide peer feedback to help you edit and revise this preliminary section of your research proposal.

Fifth, we will focus on the implications section and finishing your research proposal. The implications workshop (5 points) will help you to work with the peer feedback (from the method conference) and determine how that and the information from the introduction and method provide both the limitations and the significance of your research proposal. The proposal draft (10 points) will help you to write a preliminary research proposal paper, and the proposal review (10 points) will provide peer feedback to help you edit and revise this preliminary paper. While you are focusing on that, the proposal conference (10 points) will provide my feedback through small-group meetings with me and other students to help you finish editing and revising your proposal draft.

**Research proposal paper (100 points)**

After we complete the proposal conference, you will finish editing and revising your proposal draft and submit your research proposal paper.

**Extra credit (up to 20 points)**

You can earn up to 4.0% of the total number of points by reviewing sources from your literature review search that you DID NOT CITE in your research proposal paper and responding to the same questions that you completed for the supportive sources of your research proposal (i.e., from the literature review outline). You will earn 10 points for each source reviewed/responses submitted.

**Graduate student expectations (415A01 only)**

If you are completing this course for graduate credit (i.e., enrolled in the psychology master's degree program), then there are additional expectations to support your master's research thesis. Based on where you are in the process, you have the option of completing a literature review paper or a research proposal paper. In addition, the examinations will include open-ended responses to short-answer items regarding both the course content and their application to your master's research thesis.

The distribution of points (500 possible) for all students in this course is provided in the table below:

Formative and summative evaluations	Number of assignments	Number of points	Percent of evaluation	Percent of course
General research methods in psychology & Developmental research methods in psychology	20	250	100.0	50.0
Response papers	18	90	36.0	18.0
Midterm examination	1	80	32.0	16.0
Final examination	1	80	32.0	16.0
Critical thinking, information literacy, and research/professional writing in psychology	20	250	100.0	50.0
References workshop/table/outline	3	25	10.0	5.0
Literature review workshop/table/outline/conference	4	30	12.0	6.0
Introduction workshop/outline/draft/conference	4	30	12.0	6.0
Method workshop/outline/draft/conference	4	30	12.0	6.0
Implications workshop	1	5	2.0	1.0
Proposal draft/review/conference	3	30	12.0	6.0
Research proposal paper	1	100	40.0	20.0

The final grades for this course will be determined using the ranges (and only those) provided in the table below:

Points	Percent	Grade
450 – 500	90.0 – 100.0	A
400 – 449	80.0 – 89.9	B
350 – 399	70.0 – 79.9	C
300 – 349	60.0 – 69.9	D
0 – 299	0.0 – 59.9	F

**Late assignments**

Unless noted, all assignments are due at 10:00 a.m. (i.e., the beginning of class meetings) on the specific Mondays/Wednesdays listed (see **Schedule** below) and should be submitted through Canvas. I generally do not deduct points for late-submitted assignments regarding the research proposal; however, assignments submitted when/after the proposal draft is due will be deducted 50% of the total points for the assignment. Examinations and the research proposal paper (all due on Fridays at 11:59 p.m.) are likely to be deducted 10% of the total points for each day they are late, with the weekend counting as one day.

Response papers completed when you are absent can be submitted for points, whether the absence is excused under university policy, for a University-Authorized Activity, or 'unexcused' (see **Class attendance and absences** above). Response papers completed/submitted before the next examination is due will earn full (5) points, whereas those completed before the midterm examination/submitted after that examination is due will earn half (2.5) points.

**Support for your academic and personal success (see Canvas for more)****Career Services**

- [Career advising](#) for help with understanding career options, getting experience, changing course, and/or preparing for life after graduation.
- [Internships and job resources](#) to help you strategize your search, stand out on social media, write the perfect resume/vita, master the interview, and/or negotiate like a professional.
- [Networking opportunities](#) to learn about careers, connect with employers and alumni, and/or find available internships and jobs.

**Dean of Students Office**

- [Student activities and involvement opportunities](#) such as student organizations, fairs, and events.
- [Dean on Duty](#) is available to listen, assist in gathering information, serve as a referral source, or help students/family members navigate through the University.
- [Students' attorney](#) provides legal information and guidance needed to help resolve student concerns and focus on what's most important – students' education.
- [Off-Campus Services](#) provides support and services to students living in privately owned apartments in Bloomington-Normal and surrounding communities.
- [Student Navigators](#) is a student-led, peer-to-peer model that helps students at Illinois State contending with economic hardship and basic needs crises.

**Milner Library**

- [Finding and requesting materials](#) on your topic through searching the Milner Catalog, I-Share, and databases.
- [Subject librarians](#) focus on discipline collections/specialized reference ([Joshua Altshuler](#), he/him, Psychology).
- [Subject guides](#) of recommended resources for each major, including course-specific guides (see [Psychology](#)).
- [Citing sources](#) to learn more about why we cite the sources we use, how to cite sources in a specific style, and strategies for avoiding plagiarism.

**Student Access and Accommodation Services**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](#).

**Student Counseling Services**

Life at college and in graduate school can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed, or are struggling with personal issues, then do not hesitate to call or visit [Student Counseling Services \(SCS\)](#). These services are free and completely confidential. SCS is located at 320 Student Services Building, (309) 438-3655. If you are worried about someone else and don't know how to help, you can call SCS and ask to speak to a counselor.

**Technology support**

All students are encouraged to take the 'Introduction to Technology' online orientation found at [IllinoisState.edu/Quickstart](#). Additionally, technology support can be found at [Help.IllinoisState.edu/Technology](#), which includes hundreds of help articles on everything involving ISU technology, online chat, and phone support at (309) 438-HELP (4357). Walk-up support and computer repair and purchases are available from TechZone located on the first floor of the Bone Student Center as well as [TechZone.IllinoisState.edu](#).

**University College** offers [writing assistance](#) through working one-on-one with a writing expert to become a better writer in all kinds of situations. You can make an appointment, visit during drop-in hours, or submit your writing online.

**Final notes**

I hope that this course will be a positive learning experience for everyone. This has been my favorite course to teach, and I also hope to convey that throughout the semester. I believe that my purpose as an instructor is to facilitate your learning, growth, and development, and I know we all approach those in diverse ways. I hope (last time) that you feel comfortable sharing questions, comments, and/or concerns you have about anything within and beyond our course.

**Schedule (as of T 01/13 and subject to change as needed)**

PREPARATION	TOPIC	DATE	ASSIGNMENT
	<b>NO CLASS MEETING – DR. DEREK HAD TO CANCEL</b>	M 01/12	
REVIEW the draft course syllabus  CONSIDER any questions and concerns you have	Welcome to/Introduction of PSY 331A01	W 01/14	
	<b>NO CLASS MEETING – MARTIN LUTHER KING, JR. DAY (UNIVERSITY CLOSED)</b>	M 01/19	
DETERMINE lifespan development period, area of development, and specific topic for your research proposal	Conceptual frameworks and research proposals <i>[Miller (2014) and Ch. 1]</i>  References list workshop	W 01/21	
SEARCH, SELECT, AND LOCATE 15+ sources for your research proposal  COMPLETE AND SUBMIT your references list table	Variables, researcher control, sampling, and research design <i>[Chs. 2 and 3, pp. 33 &amp; 44-58]</i>	M 01/26	References list table
READ AND ANSWER the guided reading questions: Lang et al. (1989)  BEGIN your references list outline	Data measurement <i>[Ch. 4, pp. 60-79]</i>	W 01/28	
FINISH AND SUBMIT your references list outline	Literature review workshop	M 02/02	References list outline
COMPLETE AND SUBMIT your literature review table	Data collection <i>[Ch. 4, pp. 79-90]</i>	W 02/04	Literature review table
BEGIN your literature review outline	Research ethics and research settings <i>[Chs. 10 and 6]</i>	M 02/09	
CONTINUE your literature review outline	Procedure and internal & external validity <i>[Ch. 5]</i>	W 02/11	
READ 'Sample APA Paper for Students Interested in Learning APA Style 7th Edition' (Dr. Kahn)  CONTINUE your literature review outline	Writing in APA style <i>[Ch. 11]</i>	M 02/16	
FINISH AND SUBMIT your literature review outline  CONSIDER the 'Reason' for your research proposal	Literature review conference  Introduction workshop	W 02/18	Literature review outline
READ AND ANSWER the guided reading questions: De Vito (2020)  BEGIN your introduction outline	Qualitative research methodologies <i>[Ch. 7]</i>	M 02/23	
READ AND ANSWER the guided reading questions: Gilbert et al. (2014)  FINISH AND SUBMIT your introduction outline	Applied research methodologies <i>[Ch. 8]</i>	W 02/25	Introduction outline
BEGIN your introduction draft	Topics as needed	M 03/02	
REVIEW response papers	<i>Midterm examination assistance</i>	W 03/04	
<b>MIDTERM EXAMINATION DUE FRIDAY, 03/06, AT 11:59 P.M.</b>			

Notes. 'Ch./Chs.' refer to the recommended textbook (Miller, 2018). Readings in *italics* are recommended, but the other readings are required. 'M' is Monday, and 'W' is Wednesday. All assignments are due at 10:00 a.m. unless otherwise noted and should be submitted through Canvas.

PREPARATION	TOPIC	DATE	ASSIGNMENT
	<b>NO CLASS MEETINGS – SPRING VACATION (UNIVERSITY OPEN)</b>	M 03/09 W 03/11	
READ AND ANSWER the guided reading questions: Whitbourne et al. (1992)	Developmental theories and designs <i>[Ch. 3, pp. 33-44]</i>	M 03/16	
CONTINUE your introduction draft			
CONTINUE your introduction draft	Research methods to study perinatal and neonatal development <i>[Ch. 12, pp. 215-221]</i>	W 03/18	
FINISH AND SUBMIT your introduction draft	Introduction conference	M 03/23	
CONSIDER the 'Rigor' of your research proposal	Method workshop		Introduction draft
BEGIN your method outline	Research methods to study infant cognitive development <i>[Ch. 12, pp. 221-240; and Ch. 13, pp. 267-269 &amp; 280-287]</i>	W 03/25	
FINISH AND SUBMIT your method outline	Research methods to study infant emotional and social development <i>[Ch. 12, pp. 241-254; and Ch. 14, pp. 313-318]</i>	M 03/30	Method outline
BEGIN your method draft	Research methods to study child cognitive development <i>[Ch. 13, pp. 255-267 &amp; 269-295]</i>	W 04/01	
CONTINUE your method draft	Research methods to study child emotional and social development <i>[Ch. 14, pp. 296-313, 318-334, &amp; 342-344]</i>	M 04/06	
FINISH AND SUBMIT your method draft	Method conference	W 04/08	
CONSIDER limitations/threats to the validity of your research proposal	Implications workshop		Method draft
BEGIN your proposal draft	Topics as needed	M 04/13	
FINISH AND SUBMIT your proposal draft	Proposal review	W 04/15	Proposal draft
CONSIDER your drafts' feedback and questions/concerns regarding the research proposal and course	Proposal conference	M 04/20	
REVISE your proposal draft	<i>REGISTER TO ATTEND A 30-MINUTE MEETING</i>	W 04/22	
<b>RESEARCH PROPOSAL PAPER DUE FRIDAY 04/24 AT 11:59 p.m.</b>			
	Research methods to study adolescent developmental transitions and outcomes <i>[Steinberg (2014)]</i>	M 04/27	
	Research methods to study adult/aging physical, cognitive, emotional, and social development <i>[Chs. 15 and 14, pp. 334-342]</i>	W 04/29	
PREPARE for the final examination	<i>Final examination assistance</i>	Finals Week	
<b>FINAL EXAMINATION DUE FRIDAY, 05/08, AT 11:59 P.M.</b>			

Notes. 'Ch./Chs.' refer to the recommended textbook (Miller, 2018). Readings in *italics* are recommended, but the other readings are required. 'M' is Monday, and 'W' is Wednesday. All assignments are due at 10:00 a.m. unless otherwise noted and should be submitted through Canvas.