CPSY 4347W: SENIOR PROJECT
Tuesdays 12:20 – 2:15
Rapson Hall 31

INSTRUCTOR
SAMPLE INSTRUCTOR, Ph.D.
office hours by appointment Office:
XXX Coffey Hall
1420 Eckles Ave
St. Paul, MN 55108

TEACHING ASSISTANT
SAMPLE TA -
210 ICD

COURSE WEBSITE https://moodle.umn.edu/my/

CONTACTING US
In general, email is the best way to reach the instructor and teaching assistant (TA). Please keep in mind that we do not always check our email frequently so a 12-24 hour response time can be expected. In addition, if you email us over the weekend, you may not receive a response until the following week. We’ll do our best to respond earlier if possible.

COURSE PURPOSE AND STUDENT OBJECTIVES
This course is a WRITING INTENSIVE COURSE designed for seniors majoring in Child Psychology. One purpose of this course is to help students develop skills in integrating, critiquing, and synthesizing relevant research related to a topic of interest. In addition, this course will train students to adhere to the writing standards of professionals in the fields of psychology and child psychology, specifically the style requirements set forth by the American Psychological Association (APA). Students will also have the opportunity to delve deeply into a topic of interest, and approach that topic from a variety of angles. There is one required Research Review paper, and students will choose two additional papers from five different paper options. However, those remaining two papers must be related to the topic addressed in the Research Review paper. Lectures and classroom activities are intended to help students develop and refine written communication skills, with particular emphasis on professional writing in the field of child psychology. Additionally there will be a series of seminars where broad general topics
(such as Foundational Research in Child Psychology, and Societal Implications of Child Psychology) will be discussed with the Instructor or TA in order to challenge students to think about the historical and broad impacts of studies in Child Psychology.

As a result of participation in this course, students should be able to:
1. Identify and delineate an approachable topic for review and synthesis,
2. Locate, select and use relevant literature in a written document addressing this topic,
3. Write a critical review and analysis of the topic from diverse perspectives following the format requirements of the American Psychological Association (APA).
4. Understand and discuss complex topics surrounding the broader applications and impacts of Child Psychology.

RECOMMENDED TEXTS

Reference Book

Seminar Articles
Between 2 and 4 scholarly articles will be posted on the course website for each seminar. Students attending the seminar must read at least 2 of the posted articles.

Novels or Memoirs - **For Book Review assignment only**
Students who are writing the Book Review assignment will select and read a novel or memoir or other type of published book related to the topic chosen for the Literature Review.

COURSE REQUIREMENTS

Papers – 3 total
Research Review - MANDATORY. Every student will complete this paper as the first paper of the course. The paper will provide the topic base for the rest of your papers in the course. Choose a topic that is of interest to you (and that aligns well with your other paper choices). Write an 8-10 page review of research in a particular area of study. This review should reference no fewer than 10 sources (including 6 empirical research articles). An APA style Reference List must also be submitted with this assignment (but does NOT count in the page limit).

**Then each student will choose 2 of the following 5 types of papers**

Book Review – Write a 6-8 page paper reviewing a child psychology novel or memoir and review the book from a child psychology perspective. This review should align in topic with your Research Review (i.e. if your Research Review is on autism, the book you read should also address that topic). You must justify why the book you chose is appropriate for relating to your Research Review topic, and then assess to what degree you think this book is or is not aligned with the research you have reviewed. Furthermore, you should explain your thoughts on what an ecological perspective could bring to the interpretation of events or reflections in the novel or memoir (i.e. “The neighborhood where Sally grew up may have really had an impact on how her character developed, thus affecting her later career choice”). Essentially, this is an opportunity for you to reflect on how novelizations and memoirs appropriately, or inappropriately, portray
the themes of child development, using the expertise you have gained from the courses taken throughout your undergraduate training.

**Interview Review** – Interview a professional or researcher (can be someone you work with, someone you know, someone you looked up on Google – but their work should be related to the topic outlined in your Research Review!) You can ask them about their position, how they got there, their skills, the use of research in their work, their recommendations for someone interested in pursuing a similar career, etc. Then, write a 6-8 reaction paper that addresses your thoughts of this line of work, what you learned from interviewing this person, whether you would like to pursue this type of career, and to what degree research knowledge in child development is used in this profession. The development of your interview questions is crucial to get the most information for your reflection, so take a great deal of care in crafting those questions.

**Translational Piece** – Use your topic from your Research Review and write a concise (1 page) brief or letter for dissemination to a particular audience. This page long brief or letter must be concise, accurate, and understandable and usable to a lay audience. In other words, you must provide action points or recommendations for the person receiving the brief. For example, if you write a policy brief or letter for a state legislator on autism reform, you need to know what policies are currently being discussed regarding autism reform at the state level, and then make a recommendation based on the research from your Research Review. However, if you’re writing a brief or letter to a pediatrician about prescribing medication for children with autism, your recommendations would be significantly different than in the policy brief. To that end, this brief or letter must be tailored to a specific audience. If you write a letter, be sure to address it to a real person (e.g. State Senator, CEO of company, President of non-profit) *Note: Though this might seem like an easier choice because it is short, this is probably one of the harder assignments because of the difficulty of translating a complex topic into an accurate an informative 1 page brief.*

**Persuasive Essay (Advocacy Piece)** – Take up a current policy/practice/news issue related to your Research Review topic and write a 6-8 page persuasive, evidence-based paper to persuade your audience to take a particular position. For example, if you found a news story about a young child with autism who has savant-like capabilities for music, you could argue that the child’s teachers should be required to focus on and cultivate that child’s abilities because it could be a potential source of employment in the future. Essentially, you must take a news story, a policy, law decision, practitioner decision, etc. and persuade your reader to one particular conclusion using research knowledge as the base for your argument.

**Research Proposal** – Based on your Research Review topic, write a 6-8 page research proposal that outlines what hypotheses and methodology you would use to address a specific, unanswered research question from your Research Review. For example, you might write about conducting a research study with 50 children with autism to test their cognitive skills using Executive Function (EF) tasks and that you would expect that children who have lower social functioning would also have lower EF. You should be very specific about the research question, participants, methodology, and your expected results.
Overall Paper Requirements:

- All papers must be a word document, typed, double-spaced, 12-point Times New Roman font, 1-inch margins, in APA format. (Note: the 1 page translational piece can be single spaced and formatted differently)
- All papers will be submitted by the student to the Moodle Website by 12:20pm on the day the assignment is due.
- Students will receive electronic paper feedback from their mentors via the Moodle Website or by email (by the discretion of the mentor). Students will also receive feedback during mentor meetings (see below).
- All final papers together must not exceed 26 pages of text (this is does not include references, title page or abstract).
- All research articles referenced in a paper must be submitted IN FULL (not just abstracts or summaries) via email to the mentor at the time that the assignment is turned in on Moodle. This is mostly relevant for the Research Review paper, however, if you pull in particular research articles to support a point you make in another section, you need to submit that article accordingly.

Meetings with Mentors
To facilitate student progress in completing the paper, each student will be assigned a mentor (either the instructor or one of the TAs) with whom the student will work throughout the semester. Periodic, mandatory meetings will be held between each student and the student’s mentor. These meetings will provide the student with direct consultation and allow each student the opportunity to address individual needs and concerns regarding the writing process and the parameters of the assignments. In addition, students will prepare and turn in several smaller assignments. Note: Mentor meetings will happen in Mentor’s offices unless otherwise noted. Mentor meetings with SAMPLE INSTRUCTOR will be in room XXX at the Institute of Child Development.

Students are responsible for attending 4 meetings with their mentors to discuss the following:
1. Writing Plan & Research Review Outline
2. Paper 1
3. Paper 2
4. Paper 3

To receive full credit for the mentor meetings students must come prepared and bring any previous feedback. Four mentor meetings will be required throughout the semester. The meetings are worth a total of 20 points (5 points each) and account for 10% of the total grade. Students will not be able to make up mentor meetings unless there is documentation that the meeting needed to be missed (e.g., doctor’s note).

Writing Plan, and Outline and Reference List for Research Review
You will be required to submit a Writing Plan in which you justify the topic chosen for the Research Review and choose which two of the other six paper options you have chosen and why. This writing plan should be in paragraph form and stipulate when the two papers will be turned in (i.e. the Book Review will be paper number 2 and the Research Proposal will be paper number
3). In this way, you are creating a plan for writing these papers throughout the semester. This assignment should also include an outline of your Research Review paper. You should outline the structure for your section (i.e. addressing cognitive deficits before social deficits or vice versa) and highlight any important pieces of research information that you will be noting. You must also submit a completed APA reference list containing all the articles you plan to cite in this Research Review.

**Seminars**

During 12 class periods throughout the semester, we will have 6 small group seminars. At these seminars we will discuss different topics related to child psychology and its applications.

Each of these seminars will involve discussion of articles relevant to the overall topic. The purpose is to discuss broad topics that cut across multiple domains of child psychology, as well as the larger contexts that affect, and or are affected by, child development.

There will be six seminars throughout the semester. The topics are as follows:

- *Foundations of Child Psychology* – This seminar will review some of the major historical or foundational papers in the field of child development.
- *Scientific Integrity and Research in Child Psychology* – This seminar will explore the concepts of ethics, scientific integrity, and the research process in child psychology.
- *Interdisciplinary Methods and Applications of Child Psychology* – This seminar will focus on the fields outside of child psychology that have major impact on the lives of children (e.g. biology, medicine, neuroscience, education, speech language hearing sciences, humanities, social psychology, etc).
- *Society and Child Psychology* – This seminar will focus on the roles of history, society, and culture in child development.
- *Translating Child Psychology* – This seminar will focus on effective ways to translate complex concepts and themes within Child Psychology to a larger public audience.
- *Applications of Child Psychology* – This seminar will focus on the potential applications of child psychology for policy, advocacy, and academia.

The format of these seminars is as follows:

- Each student will sign up to participate in 3 of the 6 seminars of their choice.
- On the 6 seminar weeks, the class time will be broken into 3 shorter seminar times:
  - 12:20-12:55 – Seminar Period 1
  - 1:00-1:35 – Seminar Period 2
  - 1:40-2:15 – Seminar Period 3
- Students will sign up for one of those times slots for the seminar of choice, and will attend the seminar only during that time.
- Students will be expected to do the following to receive full credit (20 points per seminar):
  - read at least 2 papers on a pre-specified topic
  - write 3-5 discussion questions based on the readings and/or thoughts about the seminar topic, and post them to the class Moodle website by 12noon on the Monday prior to the seminar
be prepared to discuss the implications of the article in the seminar

and have an in-depth discussion on the topic area as led by the TA or Instructor

**Other Assignments**

In a few class periods, there will be required assignments that may involve short activities or writings prior to the class period, or work completed during the class period that will be turned in for points. The purpose of the activities is to aid in processing material, to promote class discussion, and to emphasize the practical applications of some of the concepts learned in class or in readings. These assignments will occur throughout the semester and will be worth a total of 10 points altogether.

**Please Note**

Prior to turning in an assignment, students are responsible for proofing and editing the assignment. Mentors reserve the right to not grade any “unproofed” assignment. Remember to proof read and edit every assignment before turning it in!

**GRADING STANDARDS**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Revised 3 Papers</td>
<td>80</td>
<td>32%</td>
</tr>
<tr>
<td>Meetings w/ Mentor (4 x 5 pts)</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Writing Plan, Research Review Outline &amp; Reference List</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>Other Class Assignments</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Seminars (3 x 20pts)</td>
<td>60</td>
<td>24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>250</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades will be computed based on the following percentages of the total possible points.

**NOTE:** The instructor reserves the right to grade on a curve if deemed it necessary.

93% A  83% B  73% C  60% D
90% A-  80% B-  70% C-  59% or less F
87% B+  77% C+  67% D+

According to the college-wide policy determined by the University’s faculty senate, the following are official grade definitions for the University:

http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradingpolicy.html

A = achievement that is outstanding relative to the level necessary to meet course requirements.
**B** = achievement that is significantly above the level necessary to meet course requirements.

**C** = achievement that meets the course requirements in every respect.

**D** = achievement that is worthy of credit even though it fails to meet fully the course requirements.

**S** = achievement that is satisfactory, which is equivalent to a C- or better.

**F (or N)** = Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

**I** = (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student. If a student has a concern(s) regarding a grade at any point, the student should see the instructor or a TA regarding the concern(s) as soon as it arises.

Note: Syllabi for University courses are required to include the following statement:

“For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.” For this 2-credit course, with 2 hours of class time, you should expect to do 4 hours of reading and coursework outside of class time each week. For additional information, see the following website:

http://www1.umn.edu/usenate/policies/grades&acadwork.html/

All grades for academic work are based on the quality of the work submitted, not on hours of effort.

**Instructor and TA Responsibility**
To lead seminar discussions, provide feedback during mentor meetings, and grade and return all on-time assignments in a timely manner (e.g., within one week of class or at mentor meetings). Feedback on papers will be returned electronically (via Moodle/email) before or during Mentor Meetings.

**Student Responsibility**
To turn in assignments on time, participate in seminar discussions, and to keep all graded assignments after they have been returned. The assignments will help the student keep track of progress and will serve as a record of the student’s work in the class. Disputed or missing scores will more easily be resolved by having a record of the graded assignment.

It is the student’s responsibility to contact the instructor as soon as possible if the student is having difficulty understanding the course material or completing the required assignments. The instructor is available via email, and by appointment to talk with students about the course and to help students master the course material.
COURSE POLICIES

Submitting Assignments
Seminar questions are due by 12 noon the MONDAY BEFORE the seminar. Paper assignments are due by 12:20pm on the date specified. All assignments will be submitted online via the Moodle course website. Emailed submissions will only be accepted if you obtain explicit permission from the instructor prior to emailed submission of an assignment.

Late Work
Assignments not received by the beginning of class (12:20pm) on the due date listed in the syllabus or on the date discussed in class, will be marked down 10% of the total points for an assignment for each day late (each day starts at 12:20pm). All assignments should be submitted online via the Moodle site. Emailed assignments will not be accepted. Students should however email mentors any articles cited within an assignment at the time the assignment is submitted online. Late papers submitted via email or slipped under the door of the instructor’s or TAs’ offices will NOT be accepted without prior permission.

Extensions
Extensions will be granted at the instructor’s discretion for extenuating circumstances. Documentation will be required (i.e., a doctor’s note). In the rare case that you feel you need an extension on an assignment, please discuss this with the Instructor as soon as you anticipate a problem.

Attendance
Please come to each class ready to engage in the day’s lesson. This includes having completed any assigned reading by the start of class (by 12:20pm). It is understood that sometimes circumstances beyond your control may prevent you from attending class. If you must miss class, it is your responsibility to find out what was missed, to get any class notes from a peer in class, and to turn in any assignments that were due on the day that you missed class.

Classroom Etiquette
To make the learning environment productive, stimulating, and pleasurable we expect respectful behaviors from both the students and ourselves, such as arriving on time, coming prepared, treating others with courtesy, and keeping cell phones and other electronic devices turned off. Please do not start packing up until class is officially over—the instructor will be conscientious about stopping on time.

We expect and encourage discussion in this class and all ideas expressed will be treated with respect by the instructor and by fellow students. While occasional disagreement is acceptable and to be expected, disrespectful comments or personal attacks of any kind WILL NOT BE TOLERATED in class.

Collaboration
Working with other students is encouraged throughout the course, with the following stipulation: Full discussion of material and sharing of ideas is desirable before writing begins; BUT each
Writing Intensive Course

“Writing-intensive (W-I) courses integrate writing with course content and provide a variety of formal and informal occasions for students to write. In formal writing, students might learn the formats characteristic of a particular field, such as a research report, a critical essay, or a laboratory report. In informal writing, students use writing that may include logs, journals, or short in-class responses to readings and lectures in order to learn course material. Through both formal and informal writing, students further their understanding of disciplinary goals, assumptions, and key concepts operating in your discipline. Writing-intensive courses are taught by faculty, staff, and teaching assistants in each specific discipline.”

(www.writing.umn.edu/tww/policy/index.htm#CLEW1guidelines). For additional information please visit the website.

Important Notes Regarding Grading

If a student disagrees with a grade received on an assignment challenges to the grade must be made IN WRITING. Thus, a student who wants to challenge a grade must explain their reason(s) in detail on paper, and turn in the original assignment or exam and their type-written justification WITHIN ONE WEEK following return of the assignment. Challenges will be considered carefully, and students will be provided with a written response for adjusting or not adjusting the grade. Please be aware that in the event that the instructor re-grades an assignment or exam, a student’s grade may increase, decrease, or remain the same.

Please retain all returned paper feedback and other materials relevant to your scores on assignments until you have confirmed that your final grade has been computed and reported accurately. They will help you keep track of how you are doing in the course and will serve as your record of your grade. In the case that a grade is missing or incorrect for an assignment that you turned in and that was returned to you, you will need to produce a copy of the graded assignment.

Prerequisite

Senior Child Psychology Major

Academic Difficulties

It is the student’s responsibility to contact the instructors as soon as possible if he/she is having difficulty with understanding the course material. Instructors and the TA are available via email and by appointment to talk with students about the course and will do as much as possible to help students master the course material. It is the student’s responsibility to seek out assistance.

Incompletes

If it is necessary to take an incomplete in the course, you must request and receive appropriate documentation. Instructors will grant an incomplete at their discretion. Otherwise, if required work is not completed, a grade of F will be assigned. If you request and are granted an incomplete, you should plan to make it up within the timeline laid forth by the instructors in your “Incomplete Contract,” no later than the end of the subsequent semester. Incompletes not made
up within the contract guidelines automatically become Fs. Students requesting incompletes are responsible for meeting with the instructors as soon after the end of the semester as possible to generate a plan and a timeline for completion of incomplete work. It is the student’s responsibility to make up the work.

Special Accommodations
Students with special needs that affect their ability to participate fully in class, to meet all course requirements, or that require special exam administration are encouraged to bring this to the attention of the instructor by the end of the first week of class so that appropriate accommodations can be arranged. We will provide reasonable accommodations in accordance with relevant university policies. However, we need your help to do so; requests for special accommodations not made in a timely manner are more difficult to grant.

Academic Misconduct
University policy defines scholastic dishonesty as “an act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work.” Scholastic dishonesty includes (but is not limited to) “cheating on assignments or exams; plagiarizing, which is misrepresenting as one’s own work any part of work done by another; submitting the same work, or substantially similar works, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Plagiarism is presenting another person’s ideas as your own. **If you paraphrase someone else’s words, you do not need quotation marks, but you still need to give the reference.** For more information, see the University of Minnesota Student Conduct Code online at [http://www1.umn.edu/regents/policies/academic/StudentConductCode.html](http://www1.umn.edu/regents/policies/academic/StudentConductCode.html)

Academic misconduct will not be tolerated. Please avoid problems by understanding the University’s scholastic dishonesty policies and asking us for any clarification. Not understanding the rules is not accepted as an excuse for violating them. Appropriate action will be taken if a student is in violation of the scholastic dishonesty code.

Sexual Harassment
Definition: “Sexual Harassment means unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature…” The policy strictly prohibits sexual harassment by or toward a member of the University community and requires appropriate reporting and investigation of such reports. The definition and policy can be seen in its entirety at: [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Lecture:</strong> Syllabus and Course Intro &amp; APA Style Lecture 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Seminar 1</td>
<td>Writing Plan Due Online</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>MENTOR MEETING 1</strong></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Seminar 2</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Seminar 3</td>
<td><strong>TURN IN PAPER 1 Online</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>MENTOR MEETING 2</strong></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Seminar 4</td>
<td>News Article Assignment Due Online</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Lecture:</strong> APA Style Lecture 2</td>
<td><strong>TURN IN PAPER 2 Online</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>NO CLASS: SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>MENTOR MEETING 3</strong></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>Lecture:</strong> Resume 101</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Seminar 5</td>
<td>Resume Due Online</td>
</tr>
<tr>
<td>Week 13</td>
<td>Seminar 6</td>
<td><strong>TURN IN PAPER 3 Online</strong></td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>MENTOR MEETING 4</strong></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Lecture:</strong> Final course wrap up</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>FINAL PAPERS DUE</strong></td>
<td><strong>By 12:20pm</strong></td>
</tr>
</tbody>
</table>