



## EDHD 306: Research Methods in Human Development

EDHD 306  
Fall 2018  
Section 0201

### Course Description

This course addresses the scientific concepts and principles central to the study of human development and learning. Students will learn about basic research methods for studying human behavior in developmental contexts, with a particular focus on educational contexts. Major themes include goals of developmental and educational research, fundamental research designs, types of measurement, elements of good scientific writing, and ethical issues in the study of human development.

### Required Resources

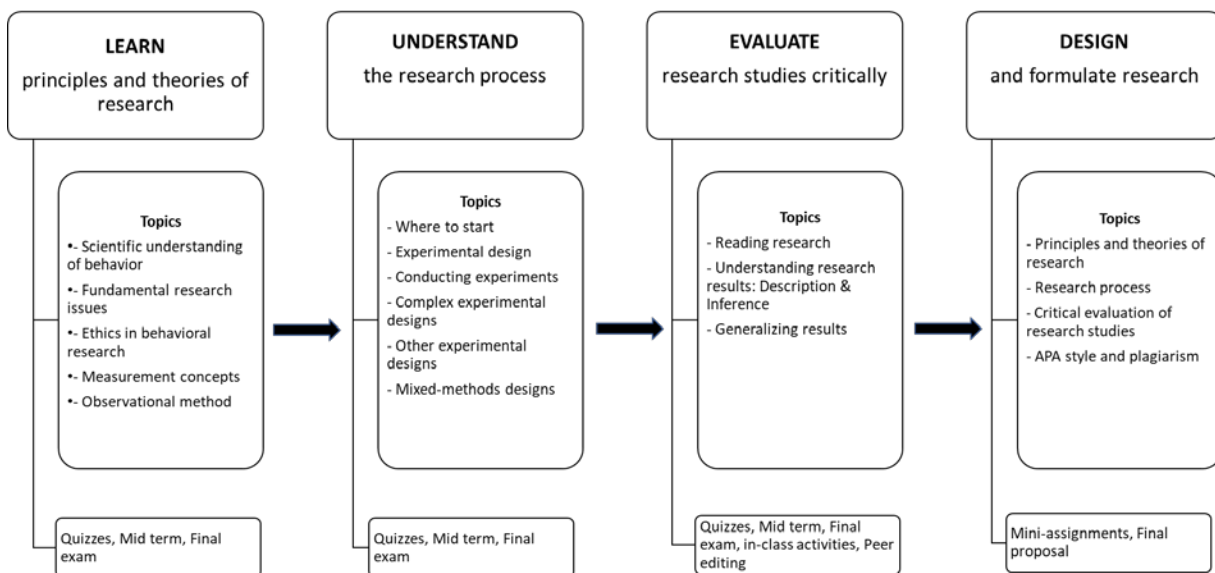
Course website: [elms.umd.edu](http://elms.umd.edu)

Cozby, P.C., & Bates, S. (2018). *Methods in behavioral research* (13<sup>th</sup> ed.). New York, NY: McGraw Hill Education. ISBN 9781259676987

Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, CA: Sage Publications. ISBN 9781483359045

### Course Objectives

Students in this class will demonstrate that they have gained the ability to:



**Anisha Singh**

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(best way to reach me is by email)

Phone: 301-405-0676

#### Class Meets

Mon & Wed  
2:00 PM – 3:15 PM  
TYD #2110

#### Office Hours

Benjamin Bld.  
#3240  
Mon  
3:30-4:30pm  
and by appointment

#### Mailbox

Benjamin Bld  
#3304  
(Ask at front desk)

#### Course Communication

I will send information pertaining to the course through ELMS announcements.

Email me in case of any unscheduled absences.

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

## Course-Specific Policies

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch and read: <http://youtu.be/WwPaw3Fx5Hk>; <https://tinyurl.com/device-distraction>

**Grading practices.** I will be very careful in grading all the assignments and exams. I will automatically round up your final percentage from 0.5 and above to assign you the higher grade (e.g. from 89.6% B+ to 90% A-).

- **Calculation errors:** Grades will be changed in the event that there has been an error in the calculation of the grade. Please contact me during office hours and I will immediately correct it.
- **Grade disputes based on content:** Grade disputes based on content must be submitted to me in writing. Outline very specifically why you feel you received your grade in error. Grade disputes must be submitted within one week after receiving the grade. They may be submitted by email or by placing a time-stamped hard copy in my mailbox.
- **Final grades:** Final grades will be calculated based on the total number of points earned for all the assessments in the course. Letter grades will be assigned according to the percentage of points earned, outlined in the chart below. *Unless a calculation error has been made on my part, final grades will not be changed.* There are no exceptions to this policy.

## University-wide Policies

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu/SHC/Default.aspx>. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). **Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.**

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is **confidential**. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Special needs:** If you have a registered disability that will require accommodation, please see me as soon as possible so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Accessibility and Disability Services in the Shoemaker Building (301-314-7682) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students should not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, you must contact me **before** the absence (*as soon as possible*) with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Attendance:** It is up to the individual student to attend each class. If you miss class, you are responsible for obtaining additional notes from a classmate. My PowerPoint slides are brief outlines of what will be discussed. It is highly unlikely that you will be able to do well in this course without consistent attendance.

- **Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. You must provide me with this documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). Students are expected to make every attempt to inform the instructor of the illness prior to the date of the missed class.
- **Major scheduled grading events:** Major scheduled grading events are indicated on the syllabus with an asterisk \*. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. You must provide me with documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). You may not make up

major graded events due to being absent unless you provide written documentation that excuses your absence. You are also expected to make every attempt to notify me prior to class. In the case of medical absence, this documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Note: Planned personal travel is not a university approved excuse for missing a major grading events.

- **Non-consecutive medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
- **Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause within *one week of the absence or during the next class period that you are able to attend* (whichever comes first) and make every attempt to inform the instructor prior to the date of the missed class.

**Late assignments:** All assignments are due on the assigned date. Mini-assignments must be turned in as a hard copy at the beginning of class. Research proposal will be submitted online via ELMS. Missing mini-assignments will be marked down 2.5 pts. for each weekday they are turned in late, and the research proposal will be marked down ten points (i.e., one letter grade) for each weekday it is turned in late. In the case of an approved absence, please make arrangements with me to turn in your work.

**Assignment format:** APA format (sixth edition) is required for all written assignments. Guidelines will be provided the second week of class and are also available in Appendix A in the textbook, as well as online. Points will be deducted if your work does not follow APA format. Detailed information will be posted in grading rubric.

**Extra credit:** Extra credit opportunities may be provided throughout the course. Generally, these opportunities will involve participation in a social/behavioral research study on the University of Maryland campus. I will inform you of these activities as I become aware of them. By participating in these activities that posted by me but not by other departments, you will be eligible for a 1% increase in your final grade point average.

## Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help...** all you have to do is ask for it.

## Grades

Grades are not given, but earned. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review and learn from your performance, please email me to schedule a time for us to meet in my office.

Graded in-class activities will not be announced in advance.

| Learning Assessments         | # | Points Each | Category Total | Category Weight |
|------------------------------|---|-------------|----------------|-----------------|
| Quizzes/ in-class activities | 6 | 10          | 60             | 10%             |
| Mini-assignments             | 4 | 25          | 100            | 20%             |
| Exams*                       | 2 | 50          | 100            | 40%             |
| Research Proposal*           | 1 | 100         | 100            | 30%             |
| <b>Total Points:</b>         |   |             | 360            |                 |

| Final Grade Cutoffs |        |   |        |   |        |   |        |
|---------------------|--------|---|--------|---|--------|---|--------|
| +                   | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% |
| A                   | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% |
| -                   | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% |
| F                   | <60.0% |   |        |   |        |   |        |

## Course Schedule

| Date                  | Day | Topic                             | Readings  | Due today                           |
|-----------------------|-----|-----------------------------------|---|-------------------------------------|
| 8/27                  | M   | Introduction                      |   |                                     |
| 8/29                  | W   | Scientific understanding          | Chapter 1 Cozby & Bates                             |                                     |
| 9/3<br>Labor Day      | M   |                                   |   |                                     |
| 9/5                   | W   | Where to start                    | Chapter 2 Cozby & Bates                             |                                     |
| 9/10                  | M   | Ethical research                  | Chapter 3 Cozby & Bates                             |                                     |
| 9/12                  | W   | APA style and plagiarism          | Appendix A  |                                     |
| 9/17                  | M   | Fundamental research issues I     | Chapter 4 Cozby & Bates                             | Quiz 1                              |
| 9/19                  | W   | Fundamental research issues II    |   |                                     |
| 9/24                  | M   | Measurement concepts I            | Chapter 5 Cozby & Bates                             | Mini-assignment 1: Topic            |
| 9/26                  | W   | Measurement concepts II           |   |                                     |
| 10/1                  | M   | Observational methods I           | Chapter 6 Cozby & Bates                             |                                     |
| 10/3                  | W   | Observational methods II: Surveys | Chapter 7 Cozby & Bates                             | Quiz 2                              |
| 10/8                  | M   | Observational methods III         | Assigned journal article                            | Mini-assignment 2: Measurement plan |
| 10/10                 | W   | Midterm exam*                     |   |                                     |
| 10/15                 | M   | Survey research                   |   |                                     |
| 10/17                 | W   | Sampling                          |   |                                     |
| 10/22                 | M   | Experimental design I             | Chapter 8 Cozby & Bates                             | Quiz 3                              |
| 10/24                 | W   | Experimental design II            |   |                                     |
| 10/29                 | M   | Conducting experiments            | Chapter 9 Cozby & Bates                             |                                     |
| 10/31                 | W   | Complex experimental design       | Chapter 10 Cozby & Bates                            | Mini-assignment 3: Sampling plan    |
| 11/5                  | M   | Other research designs            | Chapter 11 Cozby & Bates                            |                                     |
| 11/7                  | W   | Qualitative study designs         | Chapter 1 Saldana, Leavy & Beretvas (access online) | Quiz 4                              |
| 11/12                 | M   | Reading Research                  | Assigned journal article                            |                                     |
| 11/14                 | W   | Mixed-Methods designs             | Chapter 1 & 2 Creswell<br>Chapter 4 & 5 Creswell    |                                     |
| 11/19                 | M   | Results: Description              | Chapter 12 Cozby & Bates                            |                                     |
| 11/21<br>Thanksgiving | W   |                                   |   |                                     |
| 11/26                 | M   | Results: Inference I              | Chapter 13 Cozby &                                  | Mini-assignment 4: Study            |

|       |          |                                 |                          |   |
|-------|----------|---------------------------------|--------------------------|---|
|       |          |                                 | Bates                    | design plan                                 |
| 11/28 | W        | Results: Inference II           |                          |   |
| 12/3  | M        | Generalizing results            | Chapter 14 Cozby & Bates |   |
| 12/5  | W        | Peer editing                    |                          | Bring handouts/ drafts                      |
| 12/10 | M        | Exam review                     |                          | Research Proposal* due on 12/11 by 11:59 PM |
| 12/15 | Saturday | Final Exam* (1:30 PM – 3:30 PM) |                          |   |

\*MSGE: Major Scheduled Grading Event