

DIRECTED RESEARCH EXPERIENCE

PSY4960 | FALL 2022

PROFESSOR CONTACT INFORMATION:

DR. AMANDA WOODWARD

PRONOUNS: She/Hers/Her

EMAIL: woodw284@umn.edu

OFFICE HOURS: Tuesday 12pm- 1pm or by Appointment*

OFFICE LOCATION: Elliott Hall S246

ZOOM OFFICE HOURS: By Appointment*

ZOOM OFFICE HOUR LOCATION: [My Zoom Room](#)



NOTE: I am excited to meet you and am looking forward to seeing you in office hours! These hours are dedicated solely for meeting with PSY5993 students. However, I know that these times may conflict with other obligations (work, classes, life). If that happens, I am happy to schedule individual meetings at a mutually convenient time. To schedule an alternate time, please contact me using the class Slack channel.

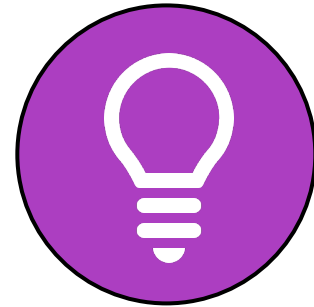
COURSE DESCRIPTION:

Welcome to my section of PSY5993! My hope is that you can experience several parts of the research process. This semester, we will be continuing three projects started in prior semesters (NoHelp, SEAS, and Perspectives). There will be several opportunities to become involved in the research. In some of our weekly meetings, we will walk through many aspects of the research process, relate them to our projects, and make plans to improve our research moving forward. Other meetings will focus on early social cognition generally, and we will discuss work being done in this area. At the end of the semester, you will give a brief presentation on your experience in the lab, what you've learned, and how what you've learned can help you in your future career (or how it can be applied to improve society more generally).

COURSE OBJECTIVES:

By the end of the semester, students should be able to:

- ❖ Describe a developmental perspective
- ❖ Articulate factors that influence experimental design
- ❖ Explain the elements of a study protocol and why they are important
- ❖ Interpret analyses and explain them in context of a project
- ❖ [group project specific: literature review?; secondary data analysis?; something else?]



Some students may work to collect data with families in a virtual setting. Please know that this is dependent on many factors, including student availability, timeliness of completing assignments, my availability to work with the student, and family availability.

COURSE INFORMATION:

LECTURE INFORMATION:



Dr. Amanda Woodward

When: Tuesday/Thursday: 3:00pm – 4:15 pm

Location: Elliott Hall S150

OUT OF CLASS HOURS:

Students are expected to devote 9 hours a week to this course (including meetings, work, and data collection). Because we are all prone to procrastination, and summer can be a flexible time, I expect that all students will block out 5 hours a week on our lab calendar. I will use these times in case we need additional meetings and will expect that you respond to emails during this time. This means your weekly hours will be split into 2.5 hours of class; 5 scheduled hours, and 1.5 flexible hours.

TECHNOLOGY REQUIREMENTS:

To participate fully in the course, you'll need:

Our course will be using a Canvas site, which should provide you access to all materials you will need for the class. These technical requirements will allow you to access the Canvas site, send/receive online communications, complete assignments, and view media content.

A U of M internet ID (your official U of M email address)

Reliable, high-speed Internet access

A supported Web browser (Google Chrome or Mozilla Firefox are strongly recommended)

Laptop, desktop or tablet that allows you to use programs downloaded from the Internet (see below)

COURSE MATERIALS:

Because of the nature of research, course materials will be located in multiple places. Below is a list of materials we will use in the course. It is not exhaustive, and I will try to link to these in Canvas as appropriate.

BOX:

Materials related to participants (recruitment materials, data collection materials, identified and deidentified information, etc) are all located on Box. Box is an encrypted server that allows us to best protect participants and keep their information safe. To create your free university-affiliated Box account, please use the following link: <https://box.umn.edu/>. Then, you will select “Enroll” and use your UMN credentials.

SLACK:

Given differences in schedules and multiple projects, Slack is used to communicate in the lab. Each lab member will have a chat with the PI, as well as several channels relating to ongoing projects in the lab. Slack can be downloaded to your computer, your phone, or accessed via the internet. To make your free account, please go to <https://slack.com>. Make sure to use your university email when setting up the account.

GOOGLE DRIVE:

Due to limitations of space on Box, we will use Google Drive for documents that are not related to participants. When possible, these documents will be linked on Canvas. Please access documents using your University email.

OTHER SOFTWARE:

Depending on the semester, we may use additional free, open-source applications, like Zotero, R Studio, Psychopy, and Datavyu. Dr. Woodward will inform you when these will be needed and will provide instructions for downloading these materials.

CAPSTONE (PSY3901 W):

Some of you will join this lab as a component of your PSY3901W Capstone course. Doing so does not require additional work in this class. However, you will need to think about how the research you are helping with in this class can be used in a capstone project. I will help you do this, however, I expect that you will initiate contact about your capstone. We can discuss via Slack or set up a time to meet.

GRADING SCHEME:

The table to the left displays the letter grade associated with the grade you **earn** in this class. I do **NOT** round grades – a 79.9% is a C+, not a B-. Your **earned** grade will be based on the following categories:

Letter Grade	% range
A+	98 – 100 %
A	94 – 97.9 %
A-	90 – 93.9 %
B+	87 – 89.9 %
B	84- 86.9 %
B-	80 – 83.9 %
C+	77 – 79.9 %
C	74 – 76.9 %
C-	70 – 73.9 %
D+	67 – 69.9 %
D	64 – 66.9 %
D-	60 – 63.9 %

Assignment	% of Grade
Weekly Assignments	50%
Article Summaries	20%
Weekly Reflection	10%
Participation	10%
Final Project	10%

F	0 – 59.9 %
---	------------

COURSE REQUIREMENTS:

For this course, you will be expected to complete multiple assignments each week. It is expected that these assignments are completed in a timely manner, and that you communicate with both Dr. Woodward and your teammates should you be unable to meet a deadline. Materials for assignments will be available on Canvas.

WEEKLY ASSIGNMENTS (50%):

Weekly assignments will relate to the content that will be covered in lab meeting. These assignments will be labeled in Canvas and will be listed in the “weekly assignments” channel of slack. Toward the middle of the semester, different research teams will have different weekly assignments. Unless stated otherwise, these assignments should be submitted on Canvas.

ARTICLE SUMMARIES (20%):

It is expected that each student will complete article summaries each week that are related to our research. Generally, students will be asked to identify components of the study and answer reflection questions. These should be submitted via Canvas.

WEEKLY REFLECTION (10%):

Weekly reflections are intended to help you think about the skills you are developing and questions that arise as you work through the research process. Instructions are posted on the Canvas assignments.

PARTICIPATION (10%):

It is expected that students attend all lab meetings and any project meetings for their group. If you are unable to make a meeting, it is expected that you will notify both Dr. Woodward and your group members **prior** to these meetings.

FINAL PROJECT (10%):

All students are expected to complete a final project. Topics are due December 1st. Students will write a 5-page double spaced paper either explaining how the skills they learn relate to their intended career path or explaining a concept related to early social cognition to your local

community. They will also present their chosen topic in lab meeting. Details about these projects are available on Canvas.

COURSE AND UNIVERSITY POLICIES:

LATE WORK/ EXTENSIONS:

Life happens. If you require an extension for an assignment, you are responsible for discussing the extension with me. Please note that asking for an extension does not guarantee you will receive full credit for work. If you do not have a legitimate absence (as defined by the university), you may still turn in late work for partial credit. You must contact me to let me know that you plan to turn in late work- or you will not receive credit. *With the exception of attendance points, late assignments will lose 10% of the grade for each business day late.* However, if you hand an assignment due on Friday in by Sunday at 11:59pm, then you will receive full credit (because Saturday and Sunday are not business days).

Please remember that legitimate absences (e.g., religious observance, intercollegiate athletics, ROTC, National Guard service, subpoenas, University band, University student government, a death in the family, jury duty, or a confirmed medical illness) can lead to an extension. If we have not heard from you within 48 hours of the due date, you forfeit any right to an extension for any reason.

While I am happy to talk to you in person, written documentation (via email) is necessary.

INCOMPLETES:

Incompletes will only be granted in the case of medical or personal emergencies. Incompletes can only be given if you are receiving a grade of “C-” or higher on work already completed and you must have completed at least half of the work in the course, preferably at least 75% of the work in the course. Let me know as soon as possible if suspect you might need to take an incomplete in the course. Please note that to receive an incomplete you must sign a written agreement stating your timeline for completing missed work.

STUDENT CONDUCT CODE:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not

threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

DISABILITY ACCOMMODATIONS:

In compliance with the Americans with Disabilities Act (1990) and the University of Minnesota policy, students with any documented disabilities are eligible for reasonable and appropriate accommodations in this class. A number of accommodations can be made in class if this applies to you. Please contact us and the Disability Resource Center as soon as possible if you need special accommodation for this course.

ELECTRONIC DEVICES:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. In this class, we will be using computers to calculate statistics and for class participation. I expect that you will be on task and that you will not distract students around you.

USE OF COURSE MATERIALS:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: https://policy.umn.edu/education/student_responsibilities

ACADEMIC INTEGRITY:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf)

[.edu/files/2019-09/policy_student_conduct_code.pdf](#))

If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>

SEXUAL MISCONDUCT:

The University prohibits sexual misconduct and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This

allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

DUO SECURITY:

If you use Duo Security to sign into University applications, YOU ARE STRONGLY ENCOURAGED to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (e.g., you forgot it, it was stolen, it is broken, the battery is dead).

As a Duo user, it is your responsibility to be prepared to sign into applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you might lose points for the class activity. Failure to have your Duo device or a back-up is not an excused absence or a valid reason for make-up work.

DEFINITION OF GRADES AND ACADEMIC WORKLOAD POLICY:

According to the University Senate policy, the course syllabus must include a definition of grades. The University of Minnesota has adopted the following definition for letter grades:

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.

F 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.

I 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.

WORKLOAD:

“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 of the classroom.”

This is a 3-credit course, you should expect to spend an additional six hours a week outside of lecture and lab on class material to earn a C (i.e., average grade) in this course. To earn a grade higher than a C, expect to spend more than eight hours a week on readings, studying for quizzes and exams, and completing assignments.

MODALITY TRANSPARENCY:

This course is scheduled as an in-person course. I intend to hold all class sessions in-person except if situational factors arise, such as personal illness of the instructor, when the class may be held synchronously via Zoom or recorded for later viewing.

COVID-19 SYMPTOMS, VACCINATION, EXCUSED ABSENCES, AND FACE COVERINGS

You should stay at home if you experience any signs of illness or have a positive [COVID-19 test](#) result. If this occurs, please consult with your healthcare provider about an appropriate course of action. I will follow these same protocols and will let you know if the delivery of this course has to be temporarily changed as the result of my own circumstances. Absences related to illness, including COVID-19 symptoms, for yourself or your dependents, are [legitimate “excused” absences](#)

Vaccines: COVID-19 Vaccinations (or approved exemptions) are [required for all students and employees](#). Learn about vaccine and booster appointments on

campus by visiting the FAQ on [Get the Vax](#) page.

Face coverings: Up-to-date policy information is available on the [Safe Campus](#) page. The University expects all community members to respect those who choose to wear a mask, as well as those who choose not to wear one.

I intend to wear a mask in class myself, and I fully support your individual choices around masking.

Indoor masking continues to be an important tool in high-risk situations. High-

quality masks (N-95 or certified KN-95) will be available to students Fall 2022. Check the [Safe Campus](#) website for information on the location(s) for each campus.

Testing: Information on *When, Where, and What if* for testing is available on [MTest](#) webpage.

The above policies and guidelines are subject to change. The University regularly updates [pandemic guidelines](#) in response to guidance from health professionals and in relation to the prevalence of the virus and its variants in our community.

EXPECTATIONS:

ATTENDANCE:

I expect that you will attend lectures and discussion sections when you are able. If you are unable to attend the class, I expect you to complete class activities and email me, your peers, or attend drop-in hours if you have questions. You are ultimately responsible for the material you miss and completing any assignments.

GRADE DISPUTES:

I will do my best to ensure that the gradebook is up to date. If you receive a grade that you believe does not reflect your work, you will have one week after the grade is released to request a formal regrade. To request a regrade, you must email me with 1) the assignment in question, 2) what you think is incorrect about the grade, and 3) any supporting

evidence for your request. Please note that a regrade does not guarantee a higher grade and can result in a lower grade. The regrade is final, and I will not use the original grade, regardless of which is higher.

SELF-CARE:

Life happens. I expect you to prioritize your health and wellness and that of your loved ones. In these cases, I expect you to practice self-care and focus on taking care of yourself. If you require additional resources, please see the following:

<http://www.mentalhealth.umn.edu>

<http://www.mentalhealth.umn.edu/stress/mgmt/index.html>

CLASS EXPECTATIONS:

During the first class, we will discuss expectations of our class and how to interact. Generally, I expect that the classroom will be a place where you should feel comfortable. I expect you all to act civilly and professionally. If I ever do something that makes you feel excluded from the classroom, and you feel comfortable, please let me know.

CLASSROOM ETIQUETTE:

Lectures will be held in person. This is a time of transition for all of us. Please make sure to follow all university guidance regarding face masks and safety protocols.

HAVE A QUESTION?

- Check the course website and all course information
- Post your question on the class discussion board (chances are that others have the same question!)
- Email me and include “PSY 4960” in the subject line. Do not expect replies after 5pm or on weekends

COME PREPARED:

Learning R is important but can be challenging. Make sure to stay up to date on all assignments and on all readings. This will allow you to engage with the material better and ask questions.

EMAIL:

Primary course communication will occur via email. Please check your UMN email frequently and let us know if you have questions. You should also check your Canvas email and announcements regularly for course updates. When emailing me, you should include “PSY4960” in the subject line.

I will do my best to respond to email with 24 – 48 hours (and will often respond faster). Please note that I typically sign off around 5 pm and emails sent late at night may not be answered until the following morning. For this reason, I recommend looking at assignments ahead of time.

TIME MANAGEMENT:

This document contains every assignment that will be due in this course. Due dates are both in this syllabus and on the course website, and I expect you to manage your time appropriately. Semesters go by fast, so please do not wait until the end to submit your work. If you have any questions about ways to manage time or keep track of assignments, please see the following for some applicable strategies or feel free to come to drop-in hours to discuss other strategies:

- [Student Academic Services Self-Help Resources](#)
- [Effective U Time Management Tutorial](#)
- [Managing Time More Effectively TED Talk](#)

- [Free Time and Time Management TED Talk](#)

BE CURIOUS:

Ask questions! Explore on your own and share. Make connections between your own life/ TV/ the real world in class. These techniques help solidify course concepts, and I hope that you share these thoughts with me, on discussion boards, and with your peers.

COURSE SCHEDULE:

This is a tentative course schedule. Any changes to this document will be emailed and posted on the course website. *It is your responsibility to check the materials posted online.*

Week	Day	Date	Question	Topic	Assignment (s)*
1	Tues	9/6	What are we doing?	Introduction to the Course	Introduction Discussion Board Ethics Training Course Goals
	Thurs	9/8	What is developmental Science?	Research Methods and Developmental Perspective	Week 1 Reflection Article Summary
2	Tues	9/13	What are we studying?	Overview of Our studies	
	Thurs	9/15	What influences experimental design?	Counterbalancing, Confounds, and More!	
3	Tues	9/20	How do we recruit for our studies?	Recruitment	
	Thurs	9/22	What happens when we meet with families?	Introduction to recruiting for your studies	
4	Tues	9/27	Protocols and Informed consent		
	Thurs	9/29	Protocols and Informed consent		
5	Tues	10/4	What is behavioral Coding?		

	Thurs	10/6	How do we make coding manuals?		
6	Tues	10/11	Data collection		
	Thurs	10/13	Data collection		
7	Tues	10/18	Data collection		
	Thurs	10/20	Small group check in		
8	Tues	10/25	Data collection		
	Thurs	10/27	Data collection		
9	Tues	11/1	Data collection		
	Thurs	11/3	Data collection		
10	Tues	11/8	Data collection		
	Thurs	11/10	Data collection		
11	Tues	11/15	Data collection		
	Thurs	11/17	Data collection		
12	Tues	11/22	Data collection		
	Thurs	11/24	No Class- Thanksgiving		
13	Tues	11/29	Data Cleaning		
	Thurs	12/1	Data Cleaning		
14	Tues	12/6	Analyses		
	Thurs	12/8	Analyses		
15	Tues	12/13	Lab Summary and Next Steps		
	Thurs	12/15	Study Day (no Class)		