

Psychology 618  
Adolescent Development  
Spring, 2009  
Dr. Hyde

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## Syllabus

### Textbooks

American Psychological Association (2001). *Publication manual*. 5th ed., Washington, DC: American Psychological Association.

Ekman, P. (2003). *Emotions revealed*. NY: Henry Holt.

Optional:

Steinberg, L. (2005). *Adolescence*. 7<sup>th</sup> ed., New York: McGraw-Hill. (Required chapters are on Learn@UW)

Additional readings (list attached) are on e-reserve.

Class email list: [psych618-1-s09@lists.wisc.edu](mailto:psych618-1-s09@lists.wisc.edu)

### Tentative Schedule

- |               |   |
|---------------|---|
| Wed.. Jan. 21 | Introduction<br>Complete ethics tutorial at<br><a href="http://info.gradsch.wisc.edu/research/policyrp/onlinetraining.html">http://info.gradsch.wisc.edu/research/policyrp/onlinetraining.html</a><br>Print out and turn in UW Human Subjects Training Certification page.<br>For the UW module at the end, choose “Students in Research” (and others if you wish). |
| Wed. Jan. 28  | Research ethics with human participants, and special considerations with children<br>Introduction to Moms&Math Project and Adolescent Development Project<br>Read: Steinberg, Introduction, pp. 3-20  |
| Wed. Feb. 4   | Moms&Math Project, Adolescent Development Project, and Utility Value Project (cont.)  |

Read: Hyde (2001); Stevenson et al. (1993); Hyde (2008)

- Wed. Feb. 11 Emotions: Ekman and Gottman  
Read: Ekman Chapters 1, 5, and pp. 225-246  
Gottman
- Wed. Feb. 18 Emotions  
Read: Ekman Chapters 6, 8, 9
- Wed. Feb. 25 Emotions  
Read: Steinberg, Biology, Chapter 1, pp. 23-57
- Wed. Mar. 4 Puberty and the biological changes of adolescence  
Read: Steinberg, Cognition, Chapter 2, pp. 63-79, 85-93
- Wed. Mar. 11 Cognitive changes in adolescence  
Read: Steinberg, Peer Groups, Chapter 5, pp. 165-169, 173-197
- Wed. Mar. 18 Spring Break
- Wed. Mar. 25 Peer groups and peer sexual harassment  
Read: Steinberg, Internalizing Problems in Adolescence, Chapter 13, pp. 439-441, 465-474
- Wed. Apr. 1 Adolescent depression and gender differences  
Read: Hoyt & Kerns (1999)
- Wed. Apr. 8 Methodology: Bias in observer ratings  
Read: Gorden, Chapters 1, 2
- Wed. Apr. 15 Videotape coding
- Wed. Apr. 22 **Draft of papers due.** Peer review of papers in class
- Wed. Apr. 29 **Papers due**
- Wed. May 6 Essay exams distributed  
Interviewing techniques  
Read: Gorden, Chapter 14  
Last day of class
- Wed. May 13 **Essay exams due**

## **Course Objectives**

1. To give you an inside experience of psychological research. This semester we will focus particularly on learning how to code the quality of the mother-child relationships from videotapes, data management skills (including data entry, verification, and cleaning), scale construction, and interview skills.
2. To learn about adolescent development.
3. To gain experience with scientific writing in APA style.
4. To develop skills using the SPSS statistics package.

## **Grading**

You are expected, each week, to spend approximately 2 hours in class, 1-2 hours reading and writing, and 5 hours working in the lab. These proportions may vary slightly from week to week. Class attendance is required because class activities and participation are essential to your learning experience. At the end of each week (by 5 p.m. Tuesday, because our weeks start on Wednesday morning with the class meeting), you should email Myeshia reporting the hours you worked in the lab and what you accomplished in those hours.

Your grade will be based on (a) your grade on the paper (50 points); (b) class attendance (25 points); (c) the quality of your contributions to discussion (e.g., do you demonstrate that you have mastered the readings?) (25 points); (d) the quality and quantity of your work in the lab (25 points); and (e) your grade on the take-home essay exam (50 points).

## **Credit for Level III Psychology Course**

Psychology majors need two Level III courses. Often those are Psych. 411 courses. You can, though, use two semesters of research to count for one Level III course. That is, if you successfully complete this research course and also continue in research with me in Fall, 2008 (Psych. 694), those together would count for a Level III course. You must first file a plan, which you should do this semester, for the research to count. Copies of the petition are available from the undergrad advisors, Stephanie Osborn or Melanie Jones.

## **Honor Code**

We observe an honor code in the Hyde lab, and to be part of the lab, you must agree to the honor code. It involves several components. First, we must follow all the procedures for

ethical treatment of human participants, which you will learn when you take the web-based tutorial. In particular, that means preserving the confidentiality of all data and all participants. Second, we must all guard the resources of the lab. That means being sure that doors to lab rooms are left locked so that computers can't be stolen. It also means not using a copy card or copy number, or other resources (e.g., using the computers for online gambling), for personal use. Third, we follow an honor system for getting work done. You will not be monitored as if you were an hourly worker, but you must get your work done as quickly and efficiently as possible. The goal is always to get the job done, and done well – and to learn while doing it!

### **Miscellaneous Notices**

Where to take complaints about a Teaching Assistant or Course Instructor:

Occasionally a student may have a complaint about a T.A. or course instructor. If that happens, you should feel free to discuss the matter directly with the T.A. or instructor. If the complaint is about the T.A. and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. If you do not want to approach the instructor, make an appointment to see the Chair of the Psychology Department, Professor Patricia Devine, by emailing [chair@psych.wisc.edu](mailto:chair@psych.wisc.edu).

If your complaint has to do with sexual harassment, you may also take your complaint to Vicky Lenzlinger, Undergraduate Program Coordinator, phone 262-0523 or email her at [vlenzlinger@psych.wisc.edu](mailto:vlenzlinger@psych.wisc.edu). Her office is located on the second floor of the Psychology building, Room 222. If you believe the T.A. or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, or ethnic background, you also may take your complaint to the Office of Equity and Diversity (room 179-A Bascom Hall).

### **Paper Assignment**

Due: Wednesday, April 29, in class  
First draft due Wednesday, April 22, in class  
8-10 pages (12-point font), typed, double-spaced, stapled  
Please do not email it to me.

Your assignment is to write a proposal for a study to conduct using some of the data we have collected this past year, and possibly using data collected earlier in the project. Choose some aspect of the study that interests you and craft a proposal. Your paper should be written in APA Style and should include an Introduction, Methods, hypothesized results and how you would interpret them, and a list of references.

For the literature review in the Introduction, you may use chapters we read and discussed in class. You may also include other chapters from the Ekman book if they are relevant to your

proposal. The NSF grant proposals and chapters from the Steinberg textbook may contain leads to useful articles. In addition, you should conduct a search on PsycINFO to find relevant articles. For a list of all scientific papers published so far from our data set, see the website of the Wisconsin Study of Families and work, [www.wsfw.us](http://www.wsfw.us).

Do not propose to test any of the hypotheses specified in the NSF grant proposals. You should generate novel ideas for questions that can be asked.

You should save the paper when I return it to you graded. You will turn in a revision at the beginning of Fall semester.

### **Additional Readings** on Learn@UW

Gorden, R. L. (1987). *Interviewing: Strategy, techniques, and tactics*. Chicago: Dorsey.  
Chapter 1, Interviewing in Perspective  
Chapter 2, Interview Types and Objectives  
Chapter 14, Nonverbal Techniques

Gottman, J. M. (1993). Studying emotion in social interaction. In M. Lewis & J. M. Haviland (Eds.), *Handbook of emotions* (pp. 475-487). New York: Guilford.

Hoyt, W. T. & Kerns, M. (1999). Magnitude and moderators of bias in observer ratings: A meta-analysis. *Psychological Methods*, 4, 403-424.

Hyde, J. S. (2001, December). *Mothers' interactions with children doing mathematics*. Proposal to the National Science Foundation.

Hyde, J. S. & Harackiewicz, J. (2008). *Parents, utility value, and motivating adolescents in mathematics and science*. Proposal to the National Science Foundation.

Steinberg, L. (2005). *Adolescence*. 7<sup>th</sup> ed., New York: McGraw-Hill.  
Introduction, pp. 3-20  
Chapter 1, pp. 23-57  
Chapter 2, pp. 63-79, 85-93  
Chapter 5, pp. 165-169-173-197  
Chapter 13, pp. 439-441, 465-474

Stevenson, H. W., Chen, C., & Lee, S. (1993). Mathematics achievement of Chinese, Japanese, and American children: Ten years later. *Science*, 259, 53-58.