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**Developmental Research Methods
Course Syllabus
Metropolitan State University of Denver
Department of Psychology**

Instructor:

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Office Hours:
Wednesday: 10:30 to 1:30
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Teaching Assistant (TA):

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*See the last page of this syllabus for a special letter from your TA!

Please stop by, email, or
call when you have questions

MSU Denver Catalogue Course Description:

"This course focuses on the design and research methods used in the study of human development. This includes a survey of methodology that has been used to study development from a multi-disciplinary approach. The course will provide an overview of the statistics used in the field as well as research design. The appropriateness of different methods for different developmental levels will also be discussed."

Prerequisites: Introductory Psychology (PSY 1001) and Developmental Educational Psychology (PSY 1800). This is a core course for the Human Development Major

Dear Students,

I want you to develop your ability to apply course information beyond the textbook to the real world. For that reason, a major goal of this course is application. This course has a significant service-learning component. Service learning entails on-site experiential learning with an aim of practical applications of the theories and concepts discussed in class to the real world. We will be working this semester with the Boys & Girls Club of Metro Denver (B&GC) as our community partner. We will design, implement, and report our findings from an original research project in an attempt to help the staff best meet the needs of the children they serve. I sincerely look forward to working with you and the B&GC this semester!

Sincerely,
Dr. Fleck

Required Text & Technology:

- **BOOK 1:** Brown, K.W., Cozby, P.C., Kee, D. W., & Worden, P. E. (1999). *Research methods in human development (2nd Ed.)*. Mountain View, CA McGraw Hill.
- **BOOK 2:** Schwartz, B.M., Landrum, R.E., & Gurung R. (2014). *An Easy Guide to APA Style (2e)*. Washington DC, Sage Publications Inc. ISBN: 9781452268392
- This course will use a Blackboard site. The course Blackboard site will be updated frequently. I will also use Blackboard as a means of communication with students. Please consult the website for any announcements, updates, and changes regarding the course as well as for course documents such as extra readings, and lab materials. You will find a lot of great information on your Blackboard site!
 - If you are unfamiliar with Blackboard or want a refresher please visit this page and sign up for a free training:
<http://www.msudenver.edu/etc/services/training/blackboardlearntesting/>

Course Goals and Student Learning Objectives:

- 1) **To learn how to read, understand and integrate research in the area of child and human development.** You will be expected to understand major concepts and theories including factual information, noteworthy statistics, and current research methods. You will be able to understand the different methods used to conduct research for people of all ages.
- 2) **To understand the ethical considerations involved when conducting research, especially with children.** This understanding will stem from American Psychological Association standards.
- 3) **To learn about the research process by conducting a literature review, formulating research questions and hypotheses, designing and carrying out methodology to test the hypotheses, analysis data, and writing an APA format research paper.** This goal will be the focus of our service-learning project with the B&GC.
- 4) **Connect & apply developmental psychology to the community:** Throughout the semester we will relate theories and psychological concepts to real life situations. The service learning project will allow you to bridge the gap between class content and the real world.

Teaching Method:

Most syllabi contain a list of expectations for students during the course. Those expectations are provided in the course responsibilities and other important course information sections. I am including my teaching method here because I want you to know what you can expect from me.

- 1) I **vary my teaching methods** to insure that my courses are accessible to all of you. I utilize lecture, discussion, demonstration, multimedia, peer learning, and hands-on-work to provide you with a learning environment that accommodates your individuality.
- 2) I believe in **transparency**, meaning I have nothing to hide from you and you have nothing to hide from me. I will explain my methods & grading and if you have any questions please respectfully ask. I expect the same honesty from you. Together we can build and maintain a successful semester.
- 3) Everyone has the right and **ability to be successful** in this course. I will provide you with multiple pathways to achieve success you just have to follow through on them. In addition, your grade is not dependent on other students (for example I do not grade using a curve). Keep in mind that *Learning is your responsibility!*
- 4) I try to infuse each course with **diversity**. The need for a diversified education is increasing with our growing multicultural society. In my courses I promote a safe climate where we examine content from multiple cultural perspectives.

Course Responsibilities:

Each of these elements are designed to help you to learn the material and to meet the learning objectives. There are also notes after the items that provide recommendations I have for your success.

1. Readings (*Student learning objectives 1, 2 & 3*)

Prior to each class it is essential that you read the required materials as outlined in your course schedule. If you do not read you will not be successful in this class. Please note, we will not spend time in class covering all the material that you will read, this gives us time to apply/work on concepts in class. You are still responsible for the material in the text and your understanding of it will most definitely be assessed.

**Recommendations: Stay on top of your reading, get it done early and re-read when preparing for an exam. Your book is your friend!*

2. Class Activities (*Student learning objectives 1, 3 & 4*)

There will be relatively short take-home and in-class activities throughout the semester. These are designed to help you actively work with the material. Some will be done individually and some will be done in groups. Full credit will be given when you thoroughly and adequately address the assignments. Deductions will be made when there is evidence of inadequate effort (e.g., failure to follow directions; incorrect, or incomplete). There is not a set schedule for when these are given out and due. Throughout the semester, 120 points are available and 100 is the maximum you can earn. (This gives you 20 points of leeway for missed assignments or deductions). You can acquire many points relatively easily by accurately completing these and turning them in on time. Each assignment will vary from 5 to 20 points each and will be clearly explained to you. There are no make-ups allowed.

**Recommendations: When you study for exams, use the class activities to guide you just as much as you would use your class notes.*

3. Opportunities (*Student learning objectives 1, 2, 3 & 4*)

There will be 2 opportunities in this class (a midterm and a final exam). These are your opportunities to show me what you have learned. Each of these assessments could have a series of multiple-choice, true or false, fill in the blank or short answer questions. The content will come from the readings and the work we do together in class. You will be given the full class time to complete the midterm, see the course schedule for the date. If you are disruptive or disrespectful in anyway your assessment will be graded with a zero. The midterm opportunity is worth 100 points while final (which is cumulative and taken at the end of the semester during finals week) is worth 150 points. See the course schedule for dates because you cannot make up an opportunity that is missed.

**Recommendations: Read & study before taking these exams. Review your notes and class activities. Think about the Service learning project and how it contributes to your understanding of the course content. Be prepared to apply what you have learned to new ideas and situations.*

4. Research Project and Paper: (*Student learning objectives 3 & 4*)

This assignment is designed to give you first hand experience designing and carrying out a research project in developmental psychology. Your project/paper will work in service of Boys & Girls Club of Metro Denver. Together we will conduct a large-scale research project for the Club to help them understand an issue of their choosing. In the past we have investigated nutrition, attendance, sense of belonging, resiliency and bullying. The club leadership team will come visit the class early in the semester to explain the project. We will then collect data, analyze the data and present our findings to the club leadership team.

**Recommendations: Read the full research project and paper assignment description with grading rubrics attached to this syllabus. Be open and ready for new experiences working with the youth in the club. Read the letter written by your TA for more great tips (found at the end of this syllabus)!*

Grading:

Your final grade is based on the amount of points you earn by the end of the semester. In the summary table below you can read what each course responsibility is worth in points. Keep track of the points that you earn in the earned points column. You can easily add up your earned points to see where you stand in the course. Use the grade scale to help you determine your letter grade.

Course Responsibility	Points	Points Earned
OPPORTUNITIES		
Midterm	100	
Cumulative Final Exam	150	
ASSIGNMENTS/ACTIVITIES		
Each is worth between 5 & 20 pts	100	
RESEARCH PROJECT: see the research project and paper assignment description with grading rubric attached to learn about each part below		
Research Proposal Part I (grp)	25	
Research Proposal Part II (grp)	25	
IRB & CITI approval (indv & grp)	50	
Introduction draft (indv)	50	
Methods draft (grp)	50	
Results draft (grp)	50	
Discussion draft (indv)	50	
Final Research Paper* (indv)	200	
Research Presentation (grp)	100	
Peer Grading of Group Work (indv)	50	
Grand Total	1000	
*The Final Research Paper must be turned in to pass the course.		

Grp refers to parts of the project done and handed in as a group.

Indv refers to parts of the project handed in individually. (Each person’s work should be very different from the rest of the groups).

Grade Scale:

A = 1000-966 B+ = 899-866 C+ = 799-766 D+ = 699-666 F= 599 or less
 A = 966-933 B = 866-833 C = 766-733 D = 666-633
 A- = 933-900 B- = 833-800 C- = 733-700 D- = 633- 600

Other Important Course Information

Technology: During class I will need you to pay careful attention to the topics we will be discussing. Because of this, I ask that you put your phones on vibrate and secure them in your backpacks. Should you be expecting an important call (i.e., health update on a loved one who is in the hospital), please take a seat near the door so you may exit the classroom to take the call. This will minimize the disruption to your classmates during lecture. I also ask that you refrain from using laptop computers or ipad’s for note taking. If you have a real need to use such technology come discuss this with me during office hours and we can work something out to accommodate your needs. For example I might request you sit in the back of the classroom to negate distracting other students.

Human Relations: As stated in the American Psychological Association (APA) ethics code, I as the instructor and you as the student **will not** engage in any unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, socioeconomic status, or any basis proscribed by law. In the content of this course we will often address issues of

gender, sexual orientation and culture. To promote a safe learning environment I will expect you to adhere to the above APA code strictly.

ADA Compliance: If you have a special needs because of a disability, please go directly to the Access Center for Disability Accommodations & Adaptive Technology at the Auraria Library, Suite 116. Office hours are held between 7:30am and 5:00pm Monday through Friday. You could also contact them at 303-556-8387 or email mcsd-accesscenter@msudenver.edu. You must do this to report your needs and to provide me documentation of your disability for certification. Please feel free to discuss this issue with me in private if you need more information. I am truly happy to help you in anyway that I can, please take the steps above and come chat with me.

Academic Honesty:

I expect that you will conduct yourselves with honesty and integrity while in this class. If you are caught cheating on assignments you will be subject to a failing grade on that specific assignment and/or a failing grade in the course. Please also be aware that plagiarism in writing is a serious problem. I advise that you be aware of proper citation methods. Please consult the student handbook for more information: <http://www.msudenver.edu/handbook/>

Course Calendar: *I reserve the right to change this calendar as needed.*

Class Date	Topic of Study	Text Reading	Assignments Due
T Jan 20	Introductions/syllabus	NA	--
Th Jan 22	Scientific View	Ch. 1	--
T Jan 27	Scientific View Developing Research ideas	Ch. 1 Ch. 3	--
Th Jan 29	Meeting with the Boys & Girls Club	--	--
T Feb 3	Developing research Ideas	Ch. 3	--
Th Feb 5	Literature review lab: meet in computer lab	Ch. 3 & Book 2: Ch. 5	--
T Feb 10	Designing & Evaluating Variables	Ch. 4	Literature review lab due
Th Feb 12	Designing & Evaluating Variables	Ch. 4	--
T Feb 17	Ethics	Ch. 2	Research Proposal Part I due
Th Feb 19	Survey Research	Ch. 7	--
T Feb 24	Correlation Research	Ch. 5	--
Th Feb 26	Experimental Research	Ch. 7 & 10	Research Proposal Part II due
T Mar 3	Experimental Research	Ch. 7 & 10	--
Th Mar 5	Experimental Research	Ch. 7 & 10	--
T Mar 10	Descriptive Research	Ch. 6	IRB & CITI training due
Th Mar 12	APA writing conventions Lab: meet in computer lab	Book 2: Ch. 3	--
T Mar 17	APA writing lab: meet in computer lab	Book 2: Ch. 3	--
Th Mar 19	Mid-term Opportunity	--	Draft of Introduction (indv) & Methods Sections (grp) due
Mar 23-27	Spring Break	--	Collect data
T Mar 31	Understanding research results: Descriptive Statistics	Ch. 14 & 15	Collect data
Th Apr 2	Understanding research results: Inferential Statistics	Ch. 14 & 15 Book 2: Ch. 8	Collect data
T Apr 7	SPSS Lab: meet in computer lab	--	Collect data
Th Apr 9	SPSS Lab: meet in computer lab	--	SPSS lab due by the end of class
T Apr 14	SPSS Lab: meet in computer lab	--	All Data is due today
Th Apr 16	Understanding & writing research results in SPSS Lab: meet in computer lab	Book 2: Ch. 9, 11 & 13	--
T Apr 21	SPSS Lab: meet in computer lab	--	--
Th Apr 23	Developmental research designs	Ch. 9 & 11	Draft of Results (grp) & Discussion Sections (indv)
T Apr 28	How to present & group work	--	--
Th Apr 30	Peer edit in class of entire paper	Book 2: Ch. 2, 12 & 18	Bring entire paper to class
T May 5	Group work	--	--
Th May 7	Group Presentations with the Boys & Girls Club	--	Final Paper due
May 11-15	Finals week Comprehensive Opportunity	--	Peer evaluation due

Dear Peers,

January 2016

My name is Kristen Denning and I am the Teaching Assistant (TA) for your course with Dr. Fleck. I was chosen to be your TA because I got an A in this course last semester and I am interested in pursuing graduate school in a school psychology program. I wanted to introduce myself and give you some tips so that you can be as successful as I was in this course.

Dr. Fleck utilizes TA's to help students much more than to help herself. In other words, I am here for you! I can help you understand the course materials, prepare for exams, read and edit paper drafts, or communicate with our community partner The Boys & Girls Club of Metro Denver (B&GC). I can also talk with Dr. Fleck on your behalf if you are shy, or uncomfortable going to her. If you have any questions please come see me during my office hours or email me for help. You can also ask me questions before or after class as I will be in every class with you!

Many of you have probably never taken a service-learning course before. Dr. Fleck and the B&GC have been working together for a few years and have created a very successful course. Working with the community partner is going to give you real life experience and will make your research project much more meaningful. It seems like a lot, but the course is broken down over the semester in manageable sections.

Let me give you some specific pointers that helped me succeed:

1. Don't wait until the last minute to get your work done. This goes without saying, but in a course like this it is super important!
2. Come to the study sessions (I will run these). This will help you prepare for your exams.
3. Be flexible! When you are working out in the community, especially with youth, crazy things can happen! You will need to roll with the punches and be understanding that things will happen. Research in the community is rarely perfect. Dr. Fleck knows this and is here to help you with any frustrating encounters.
4. Utilize Dr. Fleck and myself for help whenever you need. The TA for my course was very helpful and I visited her often.
5. Be professional and respectful when you are working with the B&GC. A peer in my class got a job there after this project! Remember, you are representing yourself, Dr. Fleck and MSU Denver.

These are the most important accepts to remember when taking this course. Dr. Fleck will allow me some time after our first class meeting to talk with you all privately. If you have any questions about the course that is a great time to ask. I look forward to working with you all this semester! I especially look forward to working with the Boys & Girls Club again. I cannot wait for you to get in to the clubs and help them out, and learn about research first hand.

Sincerely,

Kristen Denning

Email: kdennin1@msudenver.edu

Office Hours: 12:00 to 1:00 Friday

Office Location: Psychology Student Lounge PL 214

Research Project & Paper Assignment Description

Your research project and paper might seem daunting at first. It is a great deal of work, however it is broken into manageable sections with due dates throughout the semester (see the course calendar). In addition you will be working in research groups and can share responsibilities among your peers. Below are the important aspects and individual steps for the project.

- 1) As a large class we will meet with the Boys & Girls Club to learn about the topic they need investigated. Be prepared for this meeting by familiarizing yourself with the club (via their webpage) and preparing any questions you might have.
- 2) Your research team will help develop the research study. The development of the study will utilize your understanding of research methods. The class as a whole will all conduct the same study. Our community partner will be heavily involved in the creation of the study including study questions (measures).
 - a. Complete proposal 1 and proposal 2. See the attached descriptions and grading rubrics.
- 3) As a class we will complete an Institutional Review Board Application (IRB).
 - a. Each individual student needs to complete CITI training online. This will be further described in class. Additional information can be found on Blackboard in the CITI folder.
 - b. We will obtain final approval from the IRB and our community partner on the study prior to data collection.
 - c. See the attached grading rubric for the IRB assignment.
- 4) Individually, you will each conduct a literature review on your topic of study. This will contribute to the "introduction section" of your paper. Each section of the paper will be drafted and turned in. There are separate grading rubrics for each draft that will be covered in class as well as being attached to this syllabus.
- 5) Your research group (4-5 students) will be assigned a specific club location to go to for data collection. The number of groups and children in each group will be determined in the IRB proposal. You only need to go to the club one time as a group. Plan to be there for 3-4 hours.
- 6) Use the IRB proposal to help you draft and turn in the methods section of your paper. The method section is written as a group.
- 7) In order to draw conclusions about your study, your research group will do four things:
 - a. Statistically analyze the "number data" you collected (quantitative analysis). We will be using the computer program SPSS to complete this process. There are in-class SPSS lab days that are dedicated to this, although you will surely need to spend time outside of class as well.
 - b. Extract themes and important quotes from the children. This is word data, also known as qualitative analysis.
 - c. Write and turn in your group draft of the results section of your paper.
 - d. Write and turn in your individual discussion section of the paper.
- 8) At the end of the semester the final draft of your APA style paper and a group presentation is due. The presentation occurs in the last week of class. Our community partner will be at your presentations. Grading rubrics for the final paper and presentation are attached.
 - a. This last step is very important! It is what makes our research meaningful. We want to present our community partner with information they can use to have a positive impact on the children that they serve. I will choose one individual's paper from

each group to give to the B&GC. I will also share the PowerPoint presentation files with them.

- 9) The last step of the project is to evaluate your peer's performance. Your evaluations will be averaged and your peers will not see your individual evaluation forms. Please see the attached "Peer Grading of Group Work" form and grading rubric.

See the course schedule for all due dates. All work should be handed in on time or it will be penalized 5 points per day. Some of this paper is written individually and some as a research group. All parts of this project are explained on Blackboard and will be explained in full during class time. See the following pages for proposal I and II descriptions and grading rubrics for all aspects of the project.

**Research Proposal Part I: B&GC
Group Assignment
25 points**

One proposal for the group will be turned in. Proposals should be typed.

1. State the general research topic from the Boys & Girls Club of Metro Denver in the form of a research question. (This might take 2-3 sentences).
2. During the literature review lab, you found 5 articles. Compile all your articles as a group and choose the top three.

Provide the following information for the top three articles:

- a) Author's full names:
- b) Year of publication:
- c) Title of article:
- d) Journal it was published in:
- e) Volume and Issue Number:
- f) Pages:
- g) Doi #:

During the literature review lab your group needed to locate at least one "pre-existing measure" to investigate the study topic. Choose the best "pre-existing measure" also called "variable" and answer the following questions about it:

3. What is the name of the measure and who wrote the measure?
5. Where was the measure published (Journal name or book) and in what year? Is there a volume, issue number or pages?
6. What does your measure actually measure? In other words, how does it define the variable we are interested in studying for the club? What behaviors/concepts/issues does it study specifically?
7. Why should the Boy's & Girls Club use the measure that you found? What will it add to our understanding of the research question? In other words, why is this variable one worth considering? (Explain in one paragraph).

Grading Rubric: Proposal Part I		
Student Name:		
Evaluation criteria	Points Possible	Points Earned
<i>General Research Question (question 1)</i>	5	
<i>Information from top 3 articles (question 2)</i>	6	
<i>Pre-existing measure</i>		
<i>Information (question 3 & 4)</i>	2	
<i>Explanations (question 5)</i>	2	
<i>Justification (question 7)</i>	5	
<i>Clarity & effort in writing</i>	5	
Total Points	25	

Research Proposal Part II
Boys & Girls Club of Metro Denver
25 points

One proposal for the group will be turned in. Proposals should be typed.

1. What is the research question under investigation in this study?

2. What is your hypothesis regarding the research question? State at least 2 secondary/sub hypotheses for this study (consider quasi-experimental IV's). (Remember a hypothesis is specific and uses formal academic language).

3. What are the Independent variable(s) in the study (quasi-experimental included)? For each variable:
 - a) Specify the levels/groups of the IV.
 - b) Provide the specific operational definition.
 - c) Explain how the IV is being manipulated (If it is).

4. What are the Dependent variable(s) in the study? For each variable:
 - a) Provide the specific operational definition.
 - b) Explain how the DV data is being collected.
 - c) Attach a copy of the actual DV measures that you are using.

5. Describe the procedure for the study in a list form (1, 2, 3...).

6. What question(s) does your group have regarding the project? What is still unclear?

Grading Rubric: Proposal Part II		
Student Name:		
Evaluation criteria	Points Possible	Points Earned
<i>General Research Question (question 1)</i>	2	
<i>Hypotheses (question 2)</i>	3	
<i>Independent variables (question 3)</i>	5	
<i>Dependent variables (question 4)</i>	5	
<i>Procedure (question 5)</i>	3	
<i>Remaining questions (question 6)</i>	2	
<i>Clarity & effort in writing</i>	5	
Total Points	25	

Below are the grading rubrics for the IRB, paper drafts, the final paper and the final presentation.

Grading Rubric: IRB assignment		
Student Name:		
Evaluation criteria	Points Possible	Points Earned
<i>CITI training</i>	10	
<i>Description of study</i>	5	
<i>Description of risk & protection of participants</i>	5	
<i>Description of method of recruiting participants</i>	5	
<i>Description of how you will disseminate results</i>	5	
<i>Description of how you will ensure informed consent</i>	5	
<i>Consent and debriefing form</i>	10	
<i>Clarity & effort in writing</i>	5	
Total Points	50	

Grading Rubric: Introduction		
Student Name:		
Evaluation criteria	Points Possible	Points Earned
<i>Introduce the topic and provide rational for study with background information</i>	5	
<i>Review of relevant research:</i>		
<i>Study one (follow the model)*</i>	10	
<i>Study two (follow the model)*</i>	10	
<i>Study three (follow the model)*</i>	10	
<i>Clear statement of hypothesis</i>	5	
<i>Did you correctly use APA referencing in text?</i>	5	
<i>Clarity & effort in writing</i>	5	
Total Points	50	

***Follow the Model for reviewing studies:**

1. What was the purpose of the study?
2. What was done? (Give details from the method section on participants, measures and procedure.)
3. What was found? (In other words, what were the results...summarized).
4. What does it mean? Why do we care? What is the take home message?
5. Application & transition. Application to the current study and transition to the next study to be reviewed.

Grading Rubric: Method		
Student Name:		
Evaluation criteria	Points Possible	Points Earned
<i>Participants fully explained</i>	10	
<i>Materials fully explained</i>	10	
<i>Design fully explained</i>	5	
<i>Procedure fully explained</i>	10	
<i>Did you correctly use APA referencing in text?</i>	5	
<i>Clarity & effort in writing</i>	10	
Total Points	50	

Grading Rubric: Results		
Student Name:		
Evaluation Criteria	Points Possible	Points Earned
<i>Data manipulations stated (Paragraph 1)</i>	3	
<i>Paragraph 2 (primary hypothesis)</i> <i>Research question</i> <i>Results in APA format</i> <i>Significance</i>	10	
<i>Paragraph 3 (sub hypothesis 1)</i> <i>Same as above</i>	10	
<i>Paragraph 4 (sub hypothesis 2)</i> <i>Same as above</i>	10	
<i>Qualitative Analysis (at least 2 paragraphs)</i>	10	
<i>Reference to tables & graphs</i>	2	
<i>Clarity and effort in writing</i>	5	
Total	50	

Grading Rubric: Discussion Section		
Name:		
Evaluation Criteria	Points possible	Points Earned
<i>Statement of purpose</i>	2	
<i>Main hypothesis paragraph (1)</i> <i>Explain findings</i>	3	
<i>Discussion of previous research</i>	10	
<i>Subsequent hypotheses paragraphs (2)</i> <i>Explain findings</i>	3	
<i>Discussion of previous research</i>	5	
<i>Limitations discussed</i>	5	
<i>Future research discussed</i>	5	
<i>Conclusion sentence & implications</i>	2	
<i>Did you correctly use APA referencing in text?</i>	5	
<i>Clarity & effort in writing</i>	10	
Total	50	

Grading Rubric: Final Paper		
Student Name:		
Section	Points	Your Points
APA format title page	5	
Abstract	10	
Introduction	25	
Research Question and/or Hypothesis	5	
Method: Participants	10	
Method: Measures/Materials	10	
Method: Procedures	10	
Method: Design	5	
Results: quantitative (quantitative)	10	
Results: qualitative (qualitative)	10	
Discussion of results with prior literature	20	
Discussion of Limitations	10	
Discussion of Implications & Future Research	10	
APA format: in text citations	10	
APA Format: headings, pages & order	10	
APA Format: Reference page	10	
APA format: table & figure	10	
Clarity & effort in writing	20	
Total	200	

Grading Rubric: Final Presentation								
Group members:								
Content	Total Possible	Instructor Score	Comments					
Discussion of previous research	10							
Purpose/rationale & hypotheses	10							
Methods: participants	10							
Methods: measures & procedures	10							
Results: inferential & descriptive	10							
Discussion of findings	10							
Implications/limitations/future	10							
Delivery								
Oral presentation	10							
Slide presentation	10							
Q & A Period	10							
Total:	100							
Comments:								
Note.	1-2 <i>Very Poor</i>	3-4 <i>Poor</i>				5-6 <i>Okay</i>	7-8 <i>Very Good</i>	9-10 <i>Excellent</i>

Below is the explanation and grading rubric for the peer grading of group work.

Peer Grading of Group Work

Although each student has the right to know their overall peer evaluation grade, your individual ratings of group members will remain strictly confidential. Students will be given the average rating across all group members.

You must respect your group members' confidentiality and not attempt to influence their ratings of you beforehand, attempt to find out their individual ratings of you, or harass them in any way. If there is evidence that you have engaged in these activities, you will receive a score of zero for your own Peer Evaluation Grade.

Instructions:

1. Please first rate your own performance on the group project.

Rate Yourself:					
Rating Criteria	Rating Score (please circle)				
	<i>Very Poor</i>	<i>Poor</i>	<i>Okay</i>	<i>Good</i>	<i>Excellent</i>
1. They were well prepared.	2	4	6	8	10
2. Worked well with others.	2	4	6	8	10
3. Contributed creative, innovative, and useful ideas.	2	4	6	8	10
4. Contributed considerable productive time on project.	2	4	6	8	10
5. Communicated well.	2	4	6	8	10
Total:	/50				

2. Now, rate each of your group members. Please be fair, accurate and truthful. Your peers will not see these forms. (Copy multiple rubrics for each group member.)

Group Member:					
Rating Criteria	Rating Score (please circle)				
	<i>Very Poor</i>	<i>Poor</i>	<i>Okay</i>	<i>Good</i>	<i>Excellent</i>
1. They were well prepared.	2	4	6	8	10
2. Worked well with others.	2	4	6	8	10
3. Contributed creative, innovative, and useful ideas.	2	4	6	8	10
4. Contributed considerable productive time on project.	2	4	6	8	10
5. Communicated well.	2	4	6	8	10
Total:	/50				