

PSYC 310: Child Psychology (Spring 2013) Guidelines for Activities

A series of activities (individual and small-group) done both in and out of class will allow you to practice applying course content to complex real-life topics. In some, you will debate controversial questions, evaluate the relevant research, and draw conclusions on best practices. In others, you will read case studies (with relevant background research) and recommend intervention. Activities will start small, then increase in complexity over the course of the semester, as you build research and interpretation skills.

Handouts: By midterm you will be reading sources independently before activities, and preparing handouts for your group. Handouts are limited to one page (single-spaced, one-sided) and must include (a) *your name* and (b) a *full APA citation* for each source (make clear which notes come from which source). Feel free to include quotations from your sources (*use quotation marks and give page numbers!*), bulleted lists, outlines, your commentary, and/or anything else that will provide a good summary for your group. (Your goal is to provide enough information for group members to write a response to activity prompts regarding your sources.) Handouts will be letter-graded for clarity, accuracy, and concision (this grade will count as one prompt in your activity grade: see below).

Write-up: Use complete sentences in paragraph form to answer all activity prompts, with APA style citation of sources (no need to include a reference list). Write enough to completely answer all questions posed. Longer is not necessarily better (especially if rambling, repetitive, or incorrect!), but it is important to provide sufficient detail. Most prompts can be answered in a paragraph, though occasionally one will be marked as "double-weighted," and in this case you will likely need a full-page response. There is no word limit. You are welcome to either type your responses or write them by hand. Final write-ups are due on the class day following in-class work.

Collaboration: You will discuss each activity in class with your group (and are also welcome to consult each other as you complete your work at home). Write-ups should be individual, however, to ensure that each student has an opportunity to fully process all the material. I don't, therefore, expect to see identical wording (or even perfectly identical arguments) across group members' submissions.

Grading: Each prompt will receive a letter grade (following the rubric below), and these will be averaged to create a letter grade for the entire activity.

A	Accurate/thorough response to all questions in the prompt; additionally shows unusual insight and detail (such as citing multiple specific points from readings).
B	Thorough response to all questions in the prompt; accurately discusses the readings and applies concepts correctly.
C	Mostly demonstrates understanding of key concepts, but includes minor errors and/or one answer that is not clear or specific enough to be evaluated.
D	Attempts to answer most of the questions posed, but misses a question, evidences major misunderstanding/misapplication of the concepts under discussion, and/or contains whole sections that are not clear or specific enough to be evaluated.
F	Blank, or does not address the questions posed.

I encourage all students to come and meet with me if you have questions about how to complete an activity, or about grades or comments received. In addition, you are welcome to come in and review sample student activities from previous semesters (if you would like to see samples of A-quality work). Each new activity builds on the skill sets acquired in prior activities, so it is important to make sure you fully understand each activity before moving on. I am always happy to work with you on these skills!