

LIFESPAN DEVELOPMENTAL PSYCHOLOGY

Psychology 230

Spring, 2006, Sections A and B

DESCRIPTION

Psychology 230 is devoted to the study of the "Characteristic development and decline of physical traits, learning and intelligence, social and emotional behavior, personality and adjustment from conception to senescence. Emphasis on childhood and adolescence."

COURSE INFORMATION OFFICE

Course information on almost any topic can be obtained from the staff in the Course Information Office (CIO) W004 Lagomarcino Hall between the hours of 9-3, Monday-Friday, 294-8065. If you need further information on some topic, ask the staff in W004 for a recommendation regarding the person(s) to contact.

For administrative problems in the course, (grades, makeups, etc.) please check at the Course Information Office first.

Please feel free to discuss course content with the instructor after class, during office hours, or via e-mail.

TEXT/ASSIGNMENTS

Sigelman, Carol., Rider, Elizabeth (2006). *Lifespan Human Development, 5th edition*. Belmont, CA: Thomson/Wadsworth Publishing. A student study guide (Study Guide for Sigelman's 5th Edition Life Span Human Development by Elizabeth Rider) is also available for purchase at the bookstore. It contains objectives, chapter outlines, application questions, and sample multiple-choice questions and can be a useful study aid. I recommend you consider using it along with your book.

There is also a course packet of readings for this course that is available for purchase at the bookstore under the title, "Readings for Psychology 230". All textbook and course packet readings are indicated in the syllabus for each segment of the course.

INSTRUCTOR

Warren H. Phillips W251 Lagomarcino 294-1961 wphillip@iastate.edu

Office Hours: Tuesdays 11:30 am - 12:30 pm; Thursdays 11 am to 12 pm

PLACES/QUESTIONS/PROBLEMS

Course Information Office: W004 LAGOMARCINO, PHONE 294-8065, 9:00-3:00, MONDAY THROUGH FRIDAY. Check at the CIO for general information, registration problems, examination arrangements, examination review, special help, and research participation problems:

Research Participation Sign-up: Lagomarcino Hall, across from W168 and W172

Psychology Main Office: W112 Lagomarcino, 294-1743.

<u>Lectures:</u>	Section A Tuesday/Thursday	12:40-1:55	127 Curtiss
	Section B Tuesday/Thursday	2:10-3:25	127 Curtiss

COURSE CONTENT

Psych 230 features a life-span scope, from conception to death. Development through-out life in three broad areas will be considered:

- 1) **PHYSICAL** including genetic foundations of development and developmental changes in neurological functioning, sensation and perception, physical structure, reproductive functioning and characteristics, & health;
- 2) **COGNITIVE**, including intellectual developmental, achievement, and information processing; and
- 3) **SOCIAL/PERSONALITY** including developmental stages, cultural and social class influences, family and peers, emotional and mental health phenomena, career and work, and marriage and family.

Two themes will be pervasive throughout this course: 1) What evidence exists to support continuity vs change in key human attributes and behavior. That is, is development an orderly progression, predictable, and continuous from age to age or are there discontinuities, fluctuations, even marked swings in attributes and behaviors? 2) What accounts for or causes the continuity and the change in human attributes and behavior. That is, can developmental patterns in the physical, cognitive, and social/personality areas be changed? If yes, how and to what degree?

FOUNDATION PRINCIPLES

There are several key principles that will be prominent throughout our efforts to describe and explain human development. These principles represent the crucial ideas in this discipline and provide a basis for organizing and integrating information on development at different ages, across varying areas, and from theories and research.

- 1) Most attributes and behaviors can be characterized by averages, often age norms, but a wide span of "normal" variation nearly always accompanies these averages.
- 2) Nearly all attributes and behaviors are influenced by the complex interaction of heredity and environment, but the degree of variation or range of reaction attributable to each varies considerably depending on area of development and other complex factors.
- 3) Different areas of development interact and often have reciprocal influences, e.g., physical attributes influence social adjustment, or physical health influences and is influenced by cognitive functioning.
- 4) A wide range of individual differences, sometimes correlated with variables such as sex and race, exists on many human attributes and behaviors; however, within group differences usually far exceed between group differences.
- 5) Prior patterns of development and previous adjustment exert a significant, though imperfect, influence on current and future development.

LECTURES

Lectures are designed to enhance your understanding of the text, to provide additional information pertinent to development, and to foster critical examination of developmental issues. Lecture attendance is important. At least 40% of the examination content will be drawn from lecture material.

In addition, you will be expected to participate in in-class interactive and cooperative learning activities coordinated by the instructor.

Entering late or leaving early is quite distracting to the instructor and especially disruptive to your classmates. Thus, please be prompt in arrival and remain in the class until its conclusion. If on some rare occasions, you must leave early, choose a seat near the door for that day. Our collective efforts in minimizing disruptions will provide the most favorable environment for attention and learning.

ACCOMMODATIONS OR SPECIAL NEEDS FOR STUDENTS

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware. If you have a documented disability that requires assistance, you will need to initially go to the Disability Resource (DR) Office and request that a Disability Resources staff give you a SAAR form verifying your disability and specifying the accommodations you will need. The DR Office is located in the Student Services Building, Room 1076. Their phone number is 515-294-6624, TDD 515-294-6335.

DEVELOPMENTAL RESEARCH ACTIVITIES

Research is a fundamental component of psychological science and learning about psychology involves learning about the research process. One of the goals of the 100 and 200 level courses in psychology is to familiarize students with the research process in psychology. To meet this goal, we require that each student **earn five research credits. Each credit is worth 5 points for a total of 25 points, or about 9% of the required points.** Each research credit may be earned in one of two ways: research participation and research quizzes.

During this course there will be opportunities for participation in a combination of required research-related tasks. **There are 2 equivalent alternative ways in which students can fulfill the research activity requirement.**

Option #1: Participation in research studies through the Department of Psychology

The first method for completing research activity is by participating in Psychology studies that are posted in Lagomarcino Hall on the research sign-up board across from W168 and 172. You may participate in any of the studies that are posted and that you are eligible for, and participation in 5 individual research studies will fulfill this requirement.

Note: If you are under 18 years of age you are not eligible to participate in research studies unless you have written parental consent. These forms are available from the Course Information Office or can be downloaded from the Psychology Home Page (<http://www.psychology.iastate.edu>).

All studies are reviewed and approved in advance by the ISU *Institutional Review Board*. When you arrive at each study, that study will be explained to you by the researcher and you will have a chance to ask any questions you may have about participation. You will be asked to give your consent to participate. Even after you have consented and have started to participate, it is always up to you to decide whether to continue. You are free to withdraw from a study at any time and still receive 1 credit for showing up.

You earn 1 credit for the first 50 minutes or less of a study, 2 credits for studies that require between 60-90 minutes, and 3 credits for studies that require 90-120 minutes. Unless otherwise indicated, you can participate only ONCE in a specific study. The researcher will give you a Research Participation Card that you will need to deposit in the Research Participation Credit Box located by the sign-up sheets.

Signing up for Research Studies: Throughout the semester, sign-up sheets will be posted on the Research Participation Boards in the Psychology Department (across from W168 and W172 in Lagomarcino Hall). Each study is briefly described on one of these sheets. You are encouraged to check these sheets and sign-up for specific studies.

Mass-Testing Opportunities: At the beginning of the semester, you will be given an option of participating in a *mass-testing questionnaire* session that will last approximately 1 hour and 40 minutes and be worth 2 research credits. The day and time of the mass-testing sessions will be announced in class and posted on the Research Participation Board. The Mass-testing Session is worth attending because the information you provide will be used to qualify you for other studies. For example, some studies are only appropriate for participants with specific characteristics (e.g., perfect eye sight), and students who indicate that they have these characteristics may be contacted and asked to participate in specific studies. That is, students who participate in mass-testing may be contacted by e-mail or telephone and invited to participate in *additional* studies.

See page 8 for the answers to Frequently Asked Questions about Research Participation.

See the Lecture Schedule (below) for the last day to participate in research studies and to turn in research participation cards.

Option # 2: Reading A Research Paper (and passing a quiz)

Research participation (outlined above in option #1) is always voluntary; therefore, a second option is that you may earn research credit by reading an article published in a professional psychology journal and then passing a short quiz on it. The Course Information Office has a list of articles AVAILABLE ON WEB CT. Although the articles have been selected so that they should be understandable with a little effort, they ARE professional papers. Therefore, they will not read like a textbook. When you have finished an article and are ready to take the quiz, you should go to the Course Information Office during their regular hours. Several questions have been prepared for each article. You will be asked to answer three of the questions. You **MAY NOT** refer to the article when answering the questions. You must answer two out of three of the questions correctly to receive credit. **YOU MAY NOT COMPLETE MORE THAN ONE QUIZ EACH WEEK AND ALL QUIZZES MUST BE TAKEN BY THE FIRST**

CLASS DAY OF WEEK 14 OF THE SEMESTER. See the Lecture Schedule (below) for the specific date to take all research article quizzes. Please plan ahead if you wish to earn research credits in this manner.

EARNING EXTRA-CREDIT

Once you have completed the **5 required** research credits, you are eligible to earn up to **5 additional** research credits to be used as extra-credit. One additional research credit will count as 5 extra-credit points. If you earn any extra-credit points, they will be added to your total required points at the end of the semester. All extra-credit research participation must be completed and turned in by the Thursday prior to Finals week (Week 15 – Please see the Lecture Schedule below for the specific date). **You are responsible for keeping track of all your research credits and extra credits on the form at the end of this syllabus, as a back-up, in case there are any questions about your research and/or extra credits.**

I cannot tell you the minimum number of additional research credits that are required to raise your grade because that is determined by where your basic course grade is at the end of the semester. For example, at the end of the semester, if you were in the C range and just 1 point from earning a C+, then 1 additional research credit (worth 5 points) would put you into the C+ range; however, if you were in the C range and 6 points away from earning a C+, then 1 additional research credit will NOT put you into the C+ range. Extra credit points can raise your grade up to 2/3 of a letter grade; however, extra-credit points **cannot** be used to raise your grade more than 2/3rds of a letter grade beyond the original letter grade based on total required points. **If you have an F for the basic course grade, extra credit points may or may not help you.** Whether they help depends on how far away you are from the lowest D-. If you are more than 25 points away, even 5 additional research credits (or 25 points) will not help.

EXAMINATIONS and QUIZZES

YOU MUST BRING A PENCIL (MEDIUM OR NO. 2) TO THE EXAM.

Three examinations will be given during the semester. Each exam will cover the material presented in the preceding one-third of the course. See the syllabus page for the details of assigned readings. Each exam will be composed of 70 multiple-choice questions.

Examination scores will be posted on WebCT by your name and ID#. Scores should be available on the second class day after the exam. Report problems and questions to the Psychology 230 Course Information Office, W004 Lagomarcino Hall.

If you wish to review an exam once you have taken it, you may do so in the Course Information Office, W004 Lagomarcino Hall. Please wait at least one full day after the scores are posted. The Course Information Office is open from 9:00-3:00, Monday through Friday.

It is expected that you will take each examination at the regularly scheduled examination time. A make-up examination can be taken only for excused absences. If you fail to take an examination (an unexcused absence), you will receive a score of zero for that exam.

Two of the three examinations in Psychology 230 are scheduled at night. The third will be given as scheduled in the Final Examination Schedule. Students who have a legitimate time conflict with a night examination will be permitted to take a make-up examination. Students with time conflicts must contact the Course Information Office well in advance of the examination.

Students who miss an examination for a legitimate reason (serious illness, death in the immediate family) will be permitted to take a make-up examination under the following circumstances. First, you **MUST** notify the Course Information Office (294-8065) during the office hours of the **DAY OF THE** examination. Second, a make-up exam will not be permitted for frivolous, trivial reasons (too busy, overslept, forgot the exam, etc.). Remember, if you have a legitimate, verifiable excuse for your failure to take an exam at its regularly scheduled time, you **MUST NOTIFY** the Course Information Office during the day of the exam.

You will be informed of the time for the scheduled make-up examination (typically within one week of the time of the regularly scheduled exam). The nature of the make-up examination (multiple choice, short answer, essay) is at the discretion of the instructor for that portion of the course. Included in such discretion is the option of **NO MAKE-UP EXAMINATION** (with a resulting score of 0 for that exam) for individuals who do not act responsibly in their attempt to inform the Course Information Office during that day, or who do not have a valid excuse for failing to take a regularly scheduled examination.

In addition, there will be two to three unannounced pop quizzes, in each of the three segments of the course (a total of seven pop quizzes). Each pop quiz will include 10 questions, weighted at one point per question. However, two pop quizzes (the two lowest grades) will be dropped at the end of the course. Thus, only 5 of the quizzes will count towards your grade. These quizzes, and their grade related points, serve as incentives to stay current with readings and lecture material. **There will be no make-ups given for a missed quiz for any reason, other than missing due to a required academic absence.** If you must miss a class period and therefore a quiz due to a required academic absence (required sporting event - away game, required academic trip, etc) let me know before the day you will be absent and please present some written evidence of the required absence.

GRADING

All three examinations will weigh equally in your grade. I will use plus and minus grading. The allocation of points to examinations, pop quizzes, and extra credit activities is as follows:

<u>Activity</u>	<u>Points</u>	<u>% of Grade</u>
3 exams @ 70 points per exam	210	72%
5 pop quizzes (ten item quizzes at one point per question in each third of the course)	50	17%
5 research activities (5 points each)	25	9%
Class attendance and participation (present for at least 5 quizzes)	5	2%
290 points total		

Possible Extra Credit: These points would be added on to your points earned from quizzes, tests, research participation, and class participation.

Voluntary extra-credit research participation (after 5 required Research activity points are achieved) 25 points maximum possible
(5 points for each of 5 extra credit research studies)

25 points total possible from extra-credit

CUTOFFS TO BE USED TO DETERMINE CLASS GRADE AT END OF CLASS

Grade	% of Possible Points		Grade	% of Possible Points
A	90		C	70
A-	87		C-	67
B+	83		D+	63
B	80		D	60
B-	77		D-	57
C+	73		F	<57

PSYCHOLOGY 230 - Lecture Schedule (dates may vary slightly)

Section I - Developmental Methodology and Theories; Physical Development and Decline; Aging; Neurological Development
--

Date **Topics/Readings (TO BE COMPLETED BY DAY OF CLASS ASSIGNED)**

1/10 Introduction to the course; Explanation of course requirements, content, and structure

Preface, pp. xvii-xxiii; Review online materials and try the Developmental PsychologyNow online learning tool

1/12 Thinking about human development: Major issues in developmental psychology

Chapter 1, pp. 1-10

1/17 The scientific method in developmental psychology; methods and issues in studying

1/19 development

Chapter 1, pp. 11-25

1/24 Theories of development

Chapter 2

1/26 Biological/genetic foundations and influences on development

Chapter 3

Also Read: **Course Packet:** *What makes you who you are; Nature's Clones*

1/31 Prenatal development and birth; postpartum (after birth) adjustments

2/2 **Chapter 4** & **Course Packet:** *Prenatal drug exposure; Sperm under siege; Shaped by life in the womb; Fetal Psychology; Four things you need to know about raising baby*

2/7 Physical and neurological development

2/9 **Chapter 5** & **Course Packet:** *Inside the teen brain; New nerve cells for the adult brain; Physical disability in older Americans; Driving cessation and changes in mileage driven among elderly*

2/14 No class on February 14

Exam I, Tuesday, February 14 (evening exam, 6:30 - 7:45 PM)

Section II - Cognitive, Perceptual, Language, and Sex-Role Development

Date **Topics/Readings (to be completed by day of class assigned)**

2/16 Sensory and Perceptual Development

2/21 **Chapter 6**

2/23 Piaget's Theory of Cognitive Development

2/28 **Chapter 7 - pp. 171-191**

Also Read: **Course Packet:** *The quest for a super kid*

3/2 Vyotsky's Sociocultural Theory and Information Processing Theory

Chapter 7 - pp. 192-197

Chapter 8

Also Read: **Course Packet:** *Long-term recall memory: behavioral and neurodev. changes in 1st 2 yrs
It's magical! It's malleable! It's ...Memory*

3/7 Information Processing Theory and Theories of Intelligence

Chapter 9 and Chapter 16, pp. 467-468

Also Read: **Course Packet:** *Mind as cultural achievement: Implications for IQ testing
Bell, book, and Scandal
Emotional intelligence: What the research says
The first 7 and the 8th
Attention-deficit hyperactivity disorder in very young children*

3/9 Language Development

Chapter 10

Also Read: **Course Packet:** *Language acquisition by deaf children*

MARCH 13 TO MARCH 17 SPRING BREAK NO CLASSES THIS WEEK

3/21 Problems in Language Development

Also Read: **Course Packet:** *Practitioner review: Developmental language disorders: A clinical update*

3/23 Development of Moral Reasoning and Judgment

Chapter 13

Also Read: **Course Packet:** *Gender differences in moral development and acquisition*

3/28 No class on Tuesday, March 28

EXAM II (non-cumulative) - Tuesday, March 28 (evening exam - 6:30 - 7:45 pm)

Section III – Psychosocial Development

Date Topics/Readings (to be completed by day of class assigned)

3/30 Attachment relationships and its impact on socialization

Chapter 14

Also Read: **Course Packet:** *Beyond Insecurity: A reconceptualization of attachment disorders of infancy*

4/4 Temperament and Personality Development

Chapter 11

Also Read: **Course Packet:** *The realistic view of biology and behavior*

4/6 Parenting and Sibling Relationships

Chapter 15

Also Read: **Course Packet:** *A profile of bullying; Contemporary research on parenting: The case for nature and nurture; Spanking children: Evidence and issues*

4/11 Peer Relationships

Review Chapter 14, pp. 401-419

4/13 Gender-Role Development and Gender Differences

Chapter 12

Also Read: **Course Packet:** *Man's world, woman's world? Brain studies point to differences
Evolution and developmental sex differences*

4/18 – Last day to complete quizzes for required research credit option #2 (reading article and taking a quiz). See page 3 (option #2) for more information.

4/18 Love Relationships

Also Read: **Course Packet:** *Why they stay: A saga of spouse abuse
The psychological functioning of children from backgrounds of domestic violence*

4/20 Marriage and Divorce

Review Chapter 15, pp. 444-448

Also Read: **Course Packet:** *The science of a good marriage*

4/25 Problems in Social/Personality Development

Review Chapter 15, pp. 448-454

Chapter 16 (all)

Also Read: **Course Packet:** *Young and bipolar
The lasting effects of child maltreatment*

** Last Quiz (#7) given and Course evaluations will be collected

4/27 Death, Dying, and Bereavement

Chapter 17

Epilogue in text

Also Read: **Course Packet:** *The solace of patterns*

4/28 - Last day to turn in research participation cards to course info office for required research activity and extra credit

Finals Week: 5/1 to 5/5. Final Exam will be scheduled as announced in the Final Exam Schedule. This will also be announced in class.

FREQUENTLY ASKED QUESTIONS ABOUT RESEARCH PARTICIPATION

A variety of scientific studies are conducted each semester in the Department of Psychology. Many of the studies involve collecting data from human participants. In order to encourage participation in research projects and to help students learn about how psychological research is conducted, the Department has developed the research participation system described below. The Department encourages participation for two reasons: First, direct experience as a participant in psychological research can be an educational experience that helps you to better understand psychology. Second, the system allows the data base comprising psychology to be expanded and refined. ***However, if you are under 18 years of age you are not eligible to participate in research studies unless you have written parental consent. Contact the course information office or your instructor for parental consent forms***

1. What types of studies are done? There are many kinds of studies conducted in our department. For example, you might be asked to complete questionnaires, to view slides or videos, to listen to music or conversations, to interact with others in a group, or to make judgments on a computer. All studies are reviewed and approved in advance by the Institutional Review Board. When you arrive at each study, that particular study will be explained to you by the investigator and you will have a chance to ask any questions you may have about participation. If you do not wish to participate, you will receive 1 credit for showing up and be allowed to leave. If you do wish to participate, you will be given an explanation of the study and asked to give your consent to participate. Even after you have consented and have started to participate, it is always up to you to decide whether to continue.

2. How many research credits will I need? Five research credits are required in this course. You can earn credits by participating in research studies, writing short papers about research methods, or a combination of the two.

3. When is the last day that I can earn research credits? The last day to participate in research studies is the last day of class.

4. What should I do if I have a question about a specific study that I signed up for, such as its location, etc? If you signed up for the study on the research participation board, you should get in touch with the contact person listed at the top of the sheet where you signed up. If you cannot reach the researcher, call the psychology department office (294-1743) to cancel your appointment. You will need to have the study number found at the top of the posting sheet on the board when contacting the psychology department to cancel.

If you were recruited for the study by telephone or e-mail, you should get in touch with the contact person. This person should also be at the top of a sheet on the sign-up board with the study number and description of the study here you signed up.

5. If I missed the mass-testing session, can I make it up? No, the pre-screening sessions are only conducted on the scheduled day and time. If a student is not able to attend one of these sessions, he or she cannot earn the 2 credits given at the session.

6. How long does an appointment for research participation take? You earn 1 credit for the first 50 minutes or less of an study, 2 credits for studies that require between 60-90 minutes, and 3 credits for studies that require 90-120 minutes. Unless otherwise indicated, you can participate only ONCE in a study.

7. How do I sign-up for an study? Sign-up sheets are on the wall at the north end of the center hall in West Lagomarcino (across from W168 Lagomarcino). Each sheet provides the study name and number, a brief description of the study including time, place, and length of time required for participation, credit earned, and the name(s) and phone number(s) of the experimenter(s). When you sign up, immediately complete your Research Participation Record Sheet (next page). **This is your reminder of when and where to go and allows you to keep track of the number of credits you have earned.** Each approved sign-up sheet is **EMBOSSSED** with the **DEPARTMENT OF PSYCHOLOGY SEAL** in the upper right corner. All approved studies are conducted on the University campus in classroom buildings (not in the dorms) between the hours of 7:00 a.m. and 9:00 p.m. No deviations from these rules are authorized.

8. How does a study get approved? It is evaluated by the University Research Committee and the Department of Psychology Human Research Ethics Review Committee to determine that no physical or psychological harm will result from the research and that the research is meaningful. Most studies are open to all Psych 230 students, but some studies restrict participation to subsets of students (e.g., females only or left-handed persons only).

9. What if I get called by someone in the Psychology Department who wants me to be in a study? Students who complete questionnaires and indicate their willingness to be contacted may be called to see if they will participate in a study. The caller will provide his or her full name and phone number, the study number, the researcher's name, and the date, time, and location of the study. **Before the agreed upon time, check that an approved posting form with the same study and location is on the bulletin board. If there is no form, do not keep the appointment and immediately notify the staff in the Psychology Office (W112 or 294-1743).**

10. What are my responsibilities once I sign up for a study? Both you and the researcher are contracting to show up at the appointed time and place. **BE ON TIME.** If you are unable to make your appointment, call the researcher or the Psychology Office (294-1743) at least two hours beforehand.

11. What should I do if my research participation points on WEB CT don't match what I think I have completed? You should go to the course info office in lagoon W004 with your photo ID and check with the staff in the CIO about your research participation points. Please bring your research credit participation log with you also when you go to the CIO. You are responsible for keeping track of all your research credits and extra credits on the form at the end of this syllabus, as a back-up, in case there are any questions about your research and/or extra credits. Please record all the information about your research credit and extra credit participation on this form so that you will be able to contact the experimenter for verification of your participation if necessary.

12. What if the researcher is not there when I show up for the research study? If the researcher does not show, wait for 5 minutes past the scheduled time and then immediately check on the sign-up board to see whether you have the correct date, time, and location. If all the information is correct, go **IMMEDIATELY** to the psychology main office in Lagoon W112 and ask to complete an Experimenter No Show Form. If the study is in the evening or on the weekend, then go to the main office the **NEXT DAY** to complete the form. The form will be used to verify that there was an experimenter no show and, once this is verified, you will receive credit for showing up. The verification process requires that the form be completed as soon as possible after the no show occurs. **Experimenter No Show Forms CANNOT be submitted more than 7 days after the no show episode occurred.**

13. How is research participation recorded? At each study you will receive a Research Participation Card. **You must print your name, student ID number, course and section number and fill in the appropriate section of the card. It is then your responsibility to deposit this completed card in the research participation deposit box located next to the sign-up board.** These cards are collected frequently and are recorded by the Psychology Course Information Office (Lagoon W004). If you find a discrepancy between the total research participation credit posted at the end of the semester and the total indicated by your research participation record sheet, contact the Course Information Office (W004). Remember, it is your responsibility to ensure that the Research participation Card is properly filled in and placed in the deposit box. We strongly recommend that you deposit the card immediately after the study. **Credit will be assigned only if the card is deposited by the Friday before Final Week.**

We are in the process of implementing a web based sign up procedure for research studies. The details of this procedure will be implemented sometime during the Spring, 06 semester. When this is implemented I will announce this in class and provide written copies of the information on how to sign up for it and use it and I will also post the information sheet on WebCT. However, until that time you will need to follow the current procedure (outlined above).

14. Do I have to participate in studies? No. A participant is also free to withdraw from a study at any time for any reason and will receive credit for the time spent in participation.

If you have any other questions please ask your instructor, or call (294-8065) or e-mail your instructor at wphillip@iastate.edu.

RESEARCH PARTICIPATION RECORD SHEET

Use the following record sheet to keep track of the information needed to participate in the experiments for which you have signed up. For credits earned by taking a quiz, record the first author's name and publication year "Study Name" and record the date and time that you took the quiz.

Please keep this sheet up to date. Discrepancies in the recording of research credits occasionally occur. The information on this sheet is necessary for the staff in the Course Information Office to track down problems/correct discrepancies.

FIVE credits are REQUIRED; up to FIVE additional credits may be used for EXTRA CREDIT

REQUIRED

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

ADDITIONAL (EXTRA-CREDIT)

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____

Study Name _____
Study No. _____
Study Date & Time _____
Study Location _____
Experimenter Name _____
Phone _____
Credit(s) _____