

## PSY D33 - ABNORMAL CHILD PSYCHOLOGY - SPRING 1996

### Grading

The course grading will be based on two tests (30% each), a paper (40%), and attendance at the last five class meetings.

### Paper

Each student will choose a topic. Some students (no more than three in a group) may want to work on one main topic, each student covering a subtopic of the main topic.

### Content of the paper

1. The paper will cover material that has appeared in the literature on the chosen topic during the years 1991-1996.
2. There will be at least ten references from the 1991-1996 literature (**not** counting the textbook and **not** including the reference list).
3. In the reference list at the end of the paper, each piece of literature will have, beneath it, the following information, if it is a research paper:
  - number of subjects.
  - age, sex, and race of subjects.
  - statistics used (e.g., t test, analysis of variance, kappa).

For example:

Pauker, J.D. (1986). The effect of decreasing the size of Tootsie Rolls on anxiety in adolescents. Journal of Candy-Induced Anxiety, 13, 247-293.

4. The final section of the paper will be your own assessment of the literature you have reviewed. This section will have the heading, "Comments".

### Length of the paper

The text of the paper will be between 10 and 12 typed, double-spaced pages in length (excluding the reference list).

PSYD33 - ABNORMAL CHILD PSYCHOLOGY - SPRING 1996

---

<u>Date</u>	<u>Test readings and tests</u>
12 Jan	
19 Jan	Chapts. 1,2,3
26 Jan	Chapts. 4,5,6
2 Feb	Chapts. 7,8,9
9 Feb	Chapts. 10,11,12
16 Feb	(Test #1 - including Chapts. 1-12)
23 Feb	[READING WEEK]
1 Mar	Chapts. 13,14,15
8 Mar	Student presentations
15 Mar	Student presentations
22 Mar	Student presentations
29 Mar	Student presentations
5 Apr	[UNIVERSITY CLOSED - GOOD FRIDAY]
12 Apr	Student presentations

---

**NOTE:** Test #2 will be given during the final examination period, and will include Chapters ~~11, 12, and 13,~~ 14, 15

The two tests will be in multiple choice form and will be based on the textbook readings, lectures, audiovisual presentations, class discussions, and student presentations.

I expect all students to be present for the two tests on the dates they will be given.  
**DO NOT SCHEDULE JOB INTERVIEWS, ATHLETIC EVENTS, TRIPS, ETC., ON THOSE DATES.**

---

### **Grading the paper**

The grade for the paper will be based on the coverage of the literature, the accuracy of the coverage, and your own assessment of the literature.

A 60-69 grade paper meets all minimum requirements (length, coverage, etc.), and represents what is the average quality expected for an advanced level course - the paper is a serious one, not superficial, not hastily done.

A 70-79 grade paper meets all minimum requirements, and is above average in organization, coverage, and the quality of the student's assessment of the literature.

An 80-100 grade paper meets all minimum requirements and is a superior work of thoughtful comment.

### **Timetable for the paper**

12 April, 11:00 AM - the last date and time to hand in your paper to Professor Pauker, in class, without penalty.

15 April, 5:00 PM - the last date and time to hand in your paper at the Psychology Department office, **but with a ten point penalty on the paper grade.**

The 12 April and 15 April deadlines are **firm** dates; there will be **no exceptions**, and **no excuses will be accepted.**

### **Student Presentations**

Each student will present his or her paper in class during the last five class sessions. Each presentation will be followed by a short question-and-answer and discussion period.

Each student will select from the literature reviewed one paper which the group believes student believes is one which will particularly good for the class to know about in preparation for that student's presentation. The student will write a one-page summary of that paper and make sufficient photocopies for distribution to the class (and don't forget Professor Pauker) one week before his/her presentation in class.

### **Student Attendance at the Last Five Class Meetings**

The student presentations will be valuable and informative in that they will bring us up to date in a variety of areas of abnormal child psychology. To recognize and emphasize the work involved in making the presentations, as well as to ensure an audience as a common courtesy to the student presenters, attendance will be taken at the last five class meetings, and two points will be deducted from the final grade for each of the five meetings missed.