

Infant & Child Development Lab
01:830:332:03 – Spring 2012
TUESDAY 3:20am – 6:20pm, Tillett 205

Instructor: Jennifer Jacobs

Email: jajacobs (at) ruccs.rutgers.edu or jajacobs (at) eden.rutgers.edu

Office Hours: By appointment in PSYCH (Busch campus), Rm. 113. Or after class in Tillett 205.

Course Objectives

This class aims to acquaint students with scientific research in the field of child psychology. In particular, we will focus on:

- Methods and techniques related to research design
- Procedures of collecting and coding data
- Using statistics and statistical software to analyze data
- Interpreting the results of the analyses
- Professional writing of empirical papers in the field of Psychology

Structure of the course

Throughout the course, students should adopt a scientist's approach to research experiences. The course is designed around three primary units and three corresponding hands-on studies in child development to be conducted at the Douglass Child Study Center (DCSC) located in Douglass Campus. Therefore, this course requires 3 visits to the DCSC during the session/semester. *Students are responsible for their own transportation to the DCSC and **timely attendance is crucial!***

The course content progresses from simpler to more complex research designs and statistical analyses. Mirroring the progressive structure of the course content, the assignments slowly build American Psychological Association (APA) report-writing skills and give the student increasing autonomy to use these skills in their writing.

Assignments

You will write the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) for each of the three units during this course. For the third and final unit, you will be asked to submit a complete and polished APA style research report that demonstrates your ability to incorporate everything that you have learned throughout the semester. You will be given ample in-class time to work on assignments, but also expect there to be out-of-class work, especially toward the end of the semester.

- *Collaborative Work:* You will work with a partner for the first two units. You will be able to choose your partner for the first unit. New partnerships will be assigned for the second unit, so that you will have the opportunity to work with at least two different individuals. For those assignments completed with a partner, the two of you will submit the same assignment (and therefore earn the same grade*) that you have worked on

collaboratively. Please use this time to learn from each other and to ask for assistance and feedback. (*Some exceptions apply. I will discuss this in class.)

- Individual Work: For the third unit, you will work alone and will be asked to apply what you have learned in the course to demonstrate your knowledge of APA-style scientific report writing. During this unit, feel free to talk to others about their work and to ask me questions, but please do not share your written work with other students.
- Submission Guidelines: All written assignments are submitted through Sakai. Please clearly title your file with your name(s) as well as the course unit and paper section and the Assignment number (e.g., "Jack&Jill_PeerMethod_Assignment2.doc"). Your name(s) should be inside the file as well.

Writing Guidelines: When preparing the assignments, please review the appropriate standards (supplied during class and available on Sakai) and check your work to be sure it complies. The standards of APA-style writing should be constant point of reference during your completion of assignments!

Peer Review: When you are peer-editing another student's assignment, again refer to the resources provided and make sure your comments are based on these standards. Each peer-reviewed assignment will be graded (out of 2 possible points) based on your submission of your edits and suggestions made while peer reviewing. This summary will be submitted on Sakai.

Instructions for peer review:

1. Make edits/comments throughout the other person/group's assignment (you should have a copy of their document on your computer). Use Word's Tracked Changes feature. In addition, make at least 2 summary critiques/comments in bulleted form at the bottom of the other person/group's assignment.
2. Write your name(s) next to the peer review you made for the other person/group *on their assignment*.
3. On Sakai, submit the other person/ group's assignment, which should now have your edits and comments on it. Put your name(s) and the assignment number in the document title.

****Academic Integrity**: By participating in this course you will be accepting the principles defining academic integrity. You are responsible for knowing and following standards of academic integrity in all of your work. Please familiarize yourself with Rutgers' Policy on Academic Integrity: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity>

Grading and Course Policy

- Evaluation of your work will be based on such factors as the quality and content, writing style, degree of thought and effort reflected, and adherence to APA format.
- Late assignments will be assessed a penalty of one point per day (e.g., a paper which would have been graded as a "10" will be reduced to an "8" if submitted 2 days late) unless special arrangements are made *in advance*.
- **Attendance is required** at all lab meetings. If there is a date you know you absolutely will not be able to attend, please notify me well in advance (at least *two weeks* beforehand, if not earlier), so that proper arrangements can be made and be sure to contact another student to catch up on what you missed. Unless otherwise noted,

absences will require that you provide written documentation from the Dean's office. Unfortunately, I will not be able to offer make-up classes.

- *Missing* two or more unexcused classes will result in an automatic "F" for the course. Basically, come to class.
- Please be *on time*. Regular or repeated lateness will be counted against you and may lower your final grade.
- *Active participation* in the lab is **highly** encouraged. Student participation can add greatly to your learning and enhance the experience for the whole class. It will be consistently noted and factored into your final grade.

Grading Scale

At the time the syllabus was created, a total of 135 points may be earned. Dividing your total number of scored points by the total number of possible points (which are subject to change) will yield your final grade. The numerical grade translates to the letter grade as follows:

A	= 90% or above
B+	= 85-89%
B	= 80-84%
C+	= 75-79%
C	= 70-74%
D	= 60-69%
F	= 59% or below

Helpful Links

- Purdue Owl (more on APA style): <http://owl.english.purdue.edu/owl/resource/560/01/>
- Rutgers Learning Centers (provides academic coaching & writing assistance) - <http://lrc.rutgers.edu/>; 732-445-0986 (Busch), 732-932-1443 (CAC), 732-445-0986 (Livingston), 732-932-1660 (Cook/Douglass)
- Rutgers After-hours Escort – 732-932-7211 or use a campus emergency phone (blue light)

Weekly Schedule for Infant and Child Development Lab
[Spring 2012: Jacobs]

SCHEDULE SUBJECT TO REVISION

~ ~ ~ **Basics** ~ ~ ~

- 1/24/12 Introduction to course, the Scientific Method
- Overview of syllabus, class assignments, and expectations
 - Goals and techniques of science; Research design; SRCD ethics; APA style & lab reports

~ ~ ~ **UNIT 1: Preschool Peer Interactions** ~ ~ ~

- 1/31/12 Infant-mother interactions and peer interactions
- Correlational studies; Infant-mother interactions; Preparation for DCSC observation of peer interactions; Determining hypotheses
- 2/7/12 DCSC observation of peer interaction
- 2/14/12 Peer interaction Methods review & Intro
- Peer interactions in preschoolers; Re-writing Methods section with new information; Writing Intro in APA style
- 2/21/12 Peer interaction data analysis & results
- Correlations and *t*-tests in SPSS; Writing Results in APA style

~ ~ ~ **UNIT 2 Language Learning and Theory of Mind** ~ ~ ~

- 2/28/12 Theory of Mind
- Introduction to ToM, Prepare DCSC experiment on preschoolers' ToM; PsycINFO; Introduction
- 3/6/12 DCSC experiment on Theory of Mind
- 3/13/12 *NO LAB (Spring Break)*
- 3/20/12 Theory of Mind Data analysis, Results & Discussion
- Theory of Mind in preschoolers; peer edits on Intro and Refs (if needed); ANOVA; reporting ANOVA in APA style

~ ~ ~ **UNIT 3: Executive Function** ~ ~ ~

- 3/27/12 Introduction to EF and experiment design
(Possible continuation of ToM results/discussion)
- Prepare DCSC experiment; review of statistics and when they are used
- 4/3/12 DCSC experiment on EF
- 4/10/12 EF Data analysis, Introduction, Results & Discussion
- Review APA style for research reports; guidelines for final report
- 4/17/12 Finishing up and peer review of Final paper
- 4/24/12 Extra day if needed

Overview of Assignment Due Dates and Point Values (*Subject to change*)

[Written and reading assignments are *usually* due either the night before class days or before midnight on non-class days]

#	Unit	Assignment	Due Date	By	Points	Writing Notes
0		Introduce Yourself	Tuesday, January 24 th	11:55pm	---	written individually in class; finish out of class
1		Research Design	Wednesday, January 25 th	11:55pm	10	written in class with a small group
2	Peer Interactions	Method	Wednesday, February 1 st	11:55pm	10	written in class with a partner
3		Read Fabes et al. (2003) and Howes (1980)	Monday, February 6 th	11:55pm	---	at home BEFORE Tuesday's class
4		Background Info	Wednesday, February 8 th	11:55pm	5	written out of class with partner
5		Introduction (incorporating background info)	Wednesday, February 15 th	11:55pm	5	written in and out of class with partner
6		Results and References	Friday, February 22 nd	11:55pm	10	written with partner outside of class
7	Theory of Mind	Read Baron-Cohen et al. (1985)	Monday, February 27 th	11:55pm	---	at home BEFORE Tuesday's class
8		Method	Wednesday, February 29 th	11:55pm	10	written with partner in class
9		Find 2 relevant articles from PsychInfo	Friday, March 2 nd	11:55pm	---	Internet search done in pairs and posted to Sakai
10		Introduction and References	Friday, March 9 th	11:55pm	12	written out of class with partner; post to Sakai
11		Introduction and References (revised)	Wednesday, March 21 st	11:55pm	3	finish out of class
12		Results and Discussion	Friday, March 23 rd	11:55pm	12	written with partner
13	Executive Functioning	Read Zelazo (2006)	Monday, March 26 th	11:55pm	---	at home BEFORE Tuesday's class
14		Method	Wednesday, March 28 th	Noon	8	written in class individually
15		Introduction and References	Wednesday, April 4 th	Noon	10	written in and out of class individually
16		Submit rough draft of EF paper online	Monday, April 16 th	11:55pm	---	written out of class individually; to-be peer-reviewed in class Tuesday
17		EF Full Final Paper with References	Friday, April 24 th	11:55pm	30	finish out of class individually
18		Participation/Attendance			10	

Infant & Child Development Lab
830:332:04 Spring, 2012
Thursdays, 8:40a-11:40a, Tillett 205

Instructor: Alison Staples

Email: amarystaples_at_gmail_dot_com

Office Hour: By appointment in Room 219 in the Psychology building on Busch campus. Or, after class in Tillett 205 (our lab).

Course Objectives:

The aim of this course is to acquaint students with scientific research within the context of child psychology. In particular, we will focus on:

- Methods and techniques related to research design
- Procedures of collecting and coding data
- Using statistics and statistical software to analyze data
- Interpreting the results of the analyses
- Professional writing of empirical papers in the field of Psychology

Structure of the Course:

This course is designed to place the student in the role of a research scientist studying psychology. The semester is built around three primary units and three corresponding hands-on studies in child development, to be conducted at the Douglass Child Study Center (DCSC) located in Douglass Campus. Therefore, this course requires 3 visits to the DCSC throughout the semester. Students are responsible for their own transportation to the DCSC and **timely attendance is crucial!**

The three studies associated with the course units progress from simpler to more complex research designs and statistical analyses.

Mirroring the progressive structure of the course content, the assignments build American Psychological Association (APA) report-writing skills and require increasingly independent use of these skills in your writing.

Assignments:

You will write the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) for each of the three units during this course. For the third and final unit, you will be asked to submit a completed APA style research report to demonstrate your ability to incorporate everything that you have learned throughout the semester into a final, highly polished paper. You will be given ample in-class time to work on assignments, but also expect there to be out of class work, especially toward the end of the semester.

- **Collaborative Work:** You will work with a partner for the first and second (primary) units. For those assignments completed with a partner, the two of you will submit the same assignment (and therefore earn the same grade) that you have worked on collaboratively. Please use this time to learn from each other and to ask for assistance and feedback.
- **Individual Work:** For the third unit, you will work alone and will be asked to apply what you have learned in the course to demonstrate your knowledge of APA-style scientific report writing. During this unit, feel free to talk to others about their work and to ask me questions, but please do not share your written work with other students.
- **Submission Guidelines:** All written assignments are submitted through Sakai. Please clearly title your file with your last name(s) as well as the course unit and paper section (e.g., "Staples_execfunc_method.doc").

Writing Guidelines: When preparing the assignments, please review the appropriate standards (supplied during class and available on Sakai) and check your work to be sure it complies. The standards of APA-style writing should be constant point of reference during your completion of assignments!

Peer Review: The peer review process is consistently utilized throughout this course. When you are peer-editing another student's assignment, again refer to the resources provided and make your comments are based on these standards. Each peer-reviewed assignment will be graded (out of 2 possible points) based on your submission of a paragraph summarizing the edits and suggestions you and your partner made while peer reviewing. This paragraph will also be submitted on Sakai.

Academic Integrity: By participating in this course you will be accepting the principles defining academic integrity. You are responsible for knowing and following standards of academic integrity in all of your work. Please familiarize yourself with Rutgers' Policy on Academic Integrity: <http://teachx.rutgers.edu/integrity/policy.html>

Evaluation:

- Evaluation of your work is based on the content as well as APA format.
- A penalty of one point per day will be administered for late assignments unless we have made special arrangements *in advance*.
- As the class is designed to give you additive experience in methodology within the field of psychology, the course builds on work completed in previous sessions and therefore, **your presence at all lab meetings is required.**
 - In all cases, if you are absent or need to leave class early, this must be justified with written documentation from the Dean's office.
 - One unexcused absence results in an official warning; Two unexcused absences results in an automatic final grade deduction of one full letter grade; Three unexcused absences results in an automatic final grade of F
- **Grading:** Your final grade will be comprised of three components:
 1. Attendance/ Active Participation 15%
 2. Writing Assignments 50%
 3. Final, Full Lab Report 35%

Weekly Schedule for Infant and Child Development Lab

Spring, 2011: Staples

SCHEDULE SUBJECT TO REVISION

1/26/12: Introduction to Course and the Scientific Method
Topics: Overview of syllabus, class assignments, and expectations

--- UNIT 1: Preschool Peer Interactions ---

2/2/12: Infant-mother interactions and peer interactions
Topics: Correlational studies; SPSS; Determining hypotheses; Preparation for DCSC observation of peer interactions

2/9/12: DCSC observation of peer interactions

2/16/12: Peer interaction data analysis
Topics: Peer interactions in preschoolers; Correlations in SPSS; Writing Results and Discussion Sections in APA style

--- Language Learning ----

2/23/12: Language acquisition

---UNIT 2: Theory of Mind ---

3/1/12: Pretend play and theory of mind
Topics: PsychINFO; Prepare DCSC experiment on preschoolers' theory of mind

3/8/12: DCSC experiment on theory of mind

3/15/12: NO CLASS SPRING BREAK

3/22/12: Theory of mind data analysis
Topics: Theory of mind in preschoolers, ANOVA; reporting ANOVA in APA style

---UNIT 3: Executive Functioning ---

3/29/12: Executive Functioning

Topics: Intro to executive functioning in children; Prepare DCSC experiment (Card Sorting Task and Variation on Card Sorting Task)

4/5/12: DCSC experiment on executive functioning

4/12/12: Executive functioning data analysis

Topics: Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style

4/19/12: Executive functioning data analysis continued

Topics: Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style

--- **What Remains** ---

4/26/12: Wrap-up

--- **Additional Dates to Note** ---

4/9/12: Optional draft of peer reviewed Intro and Methods for final paper due at 12:00p

4/27/12: Final paper due by midnight

Overview of Assignment Due Dates and Points

[Due by the end of class on class days or midnight on a non-class days]

#	Unit	Assignment	Due Date	Points	Writing Notes
1		Research Design	Thurs, Jan 26	5	written in class with a small group
2	Peer Interactions	Method [instructor will grade]	Thurs, Feb 2	10	written in class with a partner
3		Introduction [peer review only]	Thurs, Feb 9	2	written with partner and peer reviewed
4		Results and Discussion [instructor will grade]	Thurs, Feb 16	10	written with partner in class
5	Language Learning	Results [peer review only]	Thurs, Feb 23	2	written in class with partner
6	Theory of Mind	Method [peer review only]	Thurs, March 1	2	written with partner and peer reviewed in class
7		Introduction [instructor will grade]	Thurs, March 8	10	written out of class with your partner
8		Results and Discussion [peer review and instructor will make comments]	Thurs, March 22	2	written with partner and peer reviewed in class
9		Results and Discussion Revise & Resubmit [incorporate peer review and instructor comments]	Thurs, March 29	10	
10	Executive Functioning	Method [peer review only]	Thurs, April 5	2	written out of class individually; peer-review out of class; negotiate exchange dates with your partner
11		Introduction [peer review only]	Thurs, April 12	2	
12		Optional: Draft of Peer-Reviewed Intro & Method [instructor will comment]	Monday, April 9		
13		Results and Discussion [peer review only]	Thurs, April 19	2	
14		Full Paper	Fri, April 27	25	finish out of class individually
15		Participation		10	

Infant & Child Development Lab
830:332:05 Spring 2012
Thursday, 3:20pm - 6:20pm

Instructor: JananiPrabhakar

E-mail: jprabhak@eden.rutgers.edu

Office: Tillett Hall, Room 317. Office hours by appointment

Course Objectives

This class will acquaint students with scientific research in the field of child psychology, in particular the methods used to design studies, collect, code, analyze, and interpret data, as well as present research results in a professional format.

Structure of the course

Throughout the course, students should adopt a scientist's approach to research experiences. The course is designed around two in-class units and three hands-on units in child development. The three hands-on units require visits to the Douglass Child Study center (there will be 3 in total during the semester) on the Douglass Campus. You are responsible for your own transportation to the center. Timely attendance is absolutely crucial!

The course content progresses from simpler to more complex research designs and statistical analyses. Mirroring the progressive structure of the course content, the assignments slowly build APA report-writing skills and give the student increasing autonomy to use these skills in their writing. You will have to write three full research reports (one for each hands-on unit) throughout the course. For the first two hands-on units, you will work with partners in writing the assignments. Most of your assignments will be done in the lab, during class hours. Please use this time to learn from each other and to ask for my help too. For the third hands-on unit, you will work alone on the assignments and you will be asked to apply what you learned so far in the course to demonstrate you know how to write a scientific APA style report.

Units:

- Unit 1 (hands-on): Peer Interactions
- Unit 2 (hands-on): Theory of Mind
- Unit 3 (in-class): Language Acquisition
- Unit 4 (hands-on): Executive Function
- Unit 5 (in-class): tbd

Assignments

Assignments are submitted through Sakai in the assignments tab.

Clearly title your file with your Last name followed by the paper section. For example: Prabhakar_PeerMethod. Evaluation of your work is based on content and on proper use of APA format. Please review the information given in class, as well as on Sakai, to make sure you adhere to APA format (follow standards given in the APA resources in Sakai).

A penalty of 1 point is assessed for overdue assignments for every day it is late, unless special arrangements are made at least 24 hours in advance.

Note on academic integrity: By participating in this course you will be accepting the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on Academic Integrity: <http://teachx.rutgers.edu/integrity/policy.html>

Attendance and Participation

As the class is designed to give you experience with methodology in the field, and since you will be working with a partner, **your presence at all lab meetings is mandatory.** In all cases, an absence must be justified with written documentation from the Dean's office and proper arrangements to make up the class will be made. Unexcused absences will be given a '0'. More than 1 unexcused absence results in a final grade deduction of one full letter grade. Three unexcused absences results in an automatic final grade of F. If you arrive more than 20 minutes after class has begun, this will be counted as an unexcused absence.

Please keep in mind that most coursework is done in class with a partner. If you do not show up to class, you are hurting your partner as well as yourself. Moreover, if you miss lab the week before the preschool visit, you will not know what to do with the children at the preschool. If you miss the day at the preschool, you will not have data to analyze the next week, and if you miss lab the week after the preschool, you will not have results to write about.

Active participation in the lab is *highly* encouraged. Student participation can add greatly to your learning and enhance the experience for the whole class. It will be consistently noted and factored into your final grade.

Grading Policy

Your final grade will be comprised of three components:

- | | |
|------------------------------------|-----|
| 1. Writing Assignments (13) | 50% |
| 2. Final, Full Lab Reports (3) | 35% |
| 3. Attendance/Active Participation | 15% |

The grading scale is as follows:

A = 90% or above	B = 80-84%	C = 70-74%	F = 59% or below
B+ = 85-89%	C+ = 75-79%	D = 60-69%	

Extra Credit

Extra Credit will be given for participating in research studies that take place at Rutgers. Each study that you participate in will add one point to your final grade, up to a maximum of 3 additional points. Research participation opportunities will be announced in class.

Course Website and Materials

All course materials, including all slides, APA and Stats help documents, assignments, special notices, and the most up-to-date syllabus, will be made available through Sakai. If you are properly registered for the course, you have access to the course website at <http://sakai.rutgers.edu> (log in with netID and password, click on Membership). Please check the website frequently for any announcements regarding syllabus changes, class cancellations, etc. It is each student's responsibility to remain current with all postings on the website.

Academic Integrity

As students and teachers, we are the guardians of knowledge for future generations. An implicit condition for your participation in this course is your acceptance of the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on Academic Integrity, which includes cheating, fabrication (falsification), plagiarism, denying others access to information or material, and facilitating violations of academic integrity, which can be found at: <http://teachx.rutgers.edu/integrity/policy.html>

Anyone suspected of committing an act of academic dishonesty will be reported to the Disciplinary Committee; those found to have done so will, *at the very least*, receive a failing grade for the course. Rutgers' Official Policy on Academic Integrity

To help clarify, in this class you may consult outside sources (e.g., journal articles, books, internet) and other students when completing assignments provided that you appropriately cite them (e.g., provide complete references and referencing notation) in your written work. You may not turn in another student's work as your own, represent someone else's idea as your own, or work collaboratively on individual assignments.

Course Schedule

Date	Topic	Assignments	Due Date for Assignments
Thur, Jan 26 th	Introduction to the course, the scientific method	<i>Assignment 1:</i> Structure an APA Research report (5 points) Reading: <i>Read Fabes, et al. (2003) and Howes (1980) by class on Thursday, Feb 2nd</i>	<i>Assignment 1:</i> Due by midnight on <u>Wed, Feb 1st</u>
Thurs, Feb 2 nd	- <u>Unit 1:</u> Preschool Peer Interactions Introduction	<i>Assignment 2:</i> PI Methods Section	<i>Assignment 2:</i> Due by midnight on <u>Wed, Feb 8th</u>
Thurs, Feb 9 th	- <u>Unit 1:</u> Preschool Peer Interactions DCSC observation	<i>Assignment 3:</i> PI Introduction & References Section	<i>Assignment 3:</i> Due by midnight on <u>Wed, Feb 15th</u>
Thurs, Feb 16 th	- <u>Unit 1:</u> Peer Interactions Results	<i>Assignment 4:</i> PI Results Section <i>Assignment 5:</i> PI Final Paper Reading: <i>Read Baren-Cohen, et al. (1985) by class on Thursday, Feb 23rd</i>	<i>Assignment 4:</i> Due by midnight due on <u>Wed, Feb 22nd</u> <i>Assignment 5:</i> Due by midnight on <u>Fri, March 2nd</u>
Thurs, Feb 23 rd	- <u>Unit 2:</u> Theory of Mind Intro	<i>Assignment 6:</i> Theory of Mind Methods Section	<i>Assignment 6:</i> Due by midnight on <u>Wed, Feb 29th</u>
Thurs, March 1 st	- <u>Unit 2:</u> Theory of Mind Experiment at DCSC	<i>Assignment 7:</i> Theory of Mind Introduction & References	<i>Assignment 7:</i> Due by midnight on <u>Wed, March 7th</u>

Thurs, March 8 th	- <u>Unit 2</u> : Theory of Mind Results	<i>Assignment 8</i> : Theory of Mind Discussion Section <i>Assignment 9</i> : Theory of Mind Final Paper	<i>Assignment 8</i> : Due by midnight on <u>Wed, March 14th</u> <i>Assignment 9</i> : Due by midnight on <u>Fri, March 23rd</u>
Thurs, March 15 th	<u>Unit 3</u> : Language Acquisition	<i>In-Class Assignment 10</i> : tbd Reading: <i>Read Zelazo (2006) by class on <u>Thurs, March 22nd</u></i>	<i>Assignment 10</i> : Due by the end of class <u>March 15th</u>
Thurs, March 22 nd	- <u>Unit 4</u> : Executive Function Intro	<i>Assignment 11</i> : Executive Function Methods Section	<i>Assignment 11</i> : Due by midnight on <u>Wed, March 28th</u>
Thurs, March 29 th	- <u>Unit 4</u> : Executive Function experiment at DCSC	<i>Assignment 12</i> : Executive Function Introduction & References Section	<i>Assignment 12</i> : Due by midnight on <u>Wed, April 4th</u>
Thurs, Apr 5 th	- <u>Unit 4</u> : Executive Function Results	<i>Assignment 13</i> : Executive Function Results & Discussion Sections	<i>Assignment 13</i> : Due by midnight on <u>Wed, April 11th</u>
Thurs, Apr 12 th	- <u>Unit 4</u> : Executive Function Peer Reviews	<i>Assignment 14</i> : Executive Function Peer Reviews	<i>Assignment 14</i> : Due in class on <u>Thurs, April 19th</u>
Thurs, April 19 th	- <u>Unit 4</u> : Executive Function Final Paper	<i>Assignment 15</i> : Executive Function Final Paper	<i>Assignment 15</i> : Due by midnight on <u>Fri, April 27th</u>
Thurs, April 26 th	- <u>Unit 5</u> : tbd	<i>In-Class Assignment 16</i> : tbd	<i>Assignment 16</i> : Due by the end of class