

Infant & Child Development Lab
830:332:H2 – Summer 2012
TTh, 2:00-5:55pm, Tillett Hall 205*

Instructor: Stephanie Anglin

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Office: Tillett Hall 639

Office Hours: Thursdays at 1pm, by appointment

* Additional Research Location: Douglass Child Study Center (DCSC)

Description

The ability to understand and conduct empirical research is essential for students interested in psychology. This course is designed to help you develop the knowledge and skills necessary to engage in research as a scientist by integrating several aspects of your current academic career: research methodology, statistics, and specific knowledge about a psychological topic (Infant & Child Development). This course will give you a general overview of how to conduct research with infant and child participants. Additionally, you will become acquainted with methodology for both experimental and observational research by conducting three studies.

Course Objectives

By the end of this course you should know how to:

- Code and collect data using both experimental and observational methodologies
- Analyze data using SPSS software and interpret main findings
- Present results in a professional research report using APA style
- Search for psychology journal articles using the PsychInfo database

Structure

In this course, you will adopt the scientific approach to behavioral research. The class is designed around three experiments of increasing complexity (observational research with correlations to experimental research with ANOVA), to be conducted at the Douglass Child Study Center (DCSC) located on 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!

Mirroring the progressive structure of the course content, the assignments slowly build American Psychological Association (APA) report-writing and statistical analysis skills and will give you increasing autonomy to use these skills in your writing. You will write three research reports throughout the course. For the first two experiments, you will work with a partner, submit the same assignment, and receive the same grade. During this time, you will be given time in class to work on the assignments. This type of structure will facilitate questions and learning as APA report-writing and data analysis are difficult skills to learn. You are expected to complete any work not finished in class with your partner outside of class. By the third experiment, you should be relatively proficient in report writing and data analysis and so you will work alone.

Grading and Evaluation

Evaluation of your work is based on the content as well as APA format. The class is designed to give you additive experience in methodology within the field of psychology. Because the course builds on work completed in previous sessions, **you are required to be present and on time for all lab meetings.**

In all cases, if you are absent or need to leave class early or arrive late, this must be justified with written documentation from a doctor or the Dean's office. One unexcused absence results in an official warning. Two unexcused absences result in an automatic final grade deduction of one full letter grade. Three unexcused absences result in an automatic final grade of F. Unexcused absences include arriving to class more than 20 minutes late. A penalty of 1% point per day will be deducted from your course grade for late assignments unless we have made special arrangements *in advance*.

Your final grade will be comprised of two components:

1. Lab Reports and Assignments 90%
2. Attendance/ Active Participation 10%

The grading scale is as follows:

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

Participation includes arriving to class prepared (with all necessary materials), staying awake, and being respectful of other students (absolutely NO cell phones – that includes texting or Facebooking). Additionally, if you know you will be a bit late (for example, buses are late), send me an email and let me know. Courtesy works.

Course Website and Materials

All course materials, including all slides, 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, 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.

To clarify, 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.

Students with disabilities

Students who need accommodation for a physical or learning disability should contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <http://disability/services.rutgers.edu> . If you request accommodations for this course, you will need a letter from Disability Services. This letter must be provided to me *by our second class*, at which point you may make a request for course-specific accommodations. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

Summer 2012 Schedule

Please note that the following is a **tentative** schedule. Any changes will be announced in class and posted on the course website. Assignments must be submitted on Sakai by 2:00pm on the day they are due to be considered on time.

- 7/10 Research Methods
Assignment 1: structure an APA research report (2.5 points)
- 7/12 Infant-Mother Interactions and Peer Interaction
Assignment 2: write PI Method section (5 points)
- 7/17 **Douglass Child Study Center (DCSC) Observation**
Assignment 3: read assigned articles and answer questions (2.5 points)
- 7/19 Data Analysis for Peer Interactions Study
Assignment 4: write PI Results section (10 points)
- 7/24 Theory of Mind
Assignment 5: write ToM Method section (5 points); read assigned article and one additional article (use PsycINFO)
- 7/26 **DCSC Observation**
Assignment 6: write ToM introduction (10)
- 7/31 Data Analysis for Theory of Mind Study
Assignment 7: write ToM Results and Discussion (15 points)

- 8/2 Contagion and Contamination Theories
Assignment 8: write CCT Method Section (5 points)
- 8/7 DCSC Observation**
Assignment 9: read assigned articles and two additional articles; write CCT Intro (5 points)
- 8/9 Data Analysis for Contagion and Contamination Study
Assignment 10: write CCT Abstract, Results, and Discussion (30 points)
- 8/14 **NO CLASS – Final CCT Report due by 6pm via Sakai**