Infant & Child Development Lab

830:332:H1 – Summer 2012
TTh 9:00am – 12:55pm, Tillett 205

Instuctor: Lloyd G. Robotham

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Office Hours: Wednesdays from 12-5pm or by appointment in Tillett Building, Rm. 515. Or after class in Tillet 205 (our lab classroom).

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.

- *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 first name(s) as well as the course unit and paper section (e.g., "Jennifer_peer_method.doc"). Your name 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 if possible. 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 last 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://teachx.rutgers.edu/integrity/policy.html

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" after 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 *10 days* 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, given our limited course time frame, 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 as there is much material covered per session.
- Please be *on time*. Regular or repeated lateness will be counted against your participation 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

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

Summer 2012: Robotham

SCHEDULE SUBJECT TO REVISION

~~~ Basics ~~~

7/10/12 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 ~~~

7/12/12 Infant-mother interactions and peer interactions
- Correlational studies; Infant-mother interactions; Preparation for DCSC observation of peer interactions; Determining hypotheses

7/17/12 DCSC observation of peer interaction

7/19/12 Peer interaction intro & data analysis
- Peer interactions in preschoolers; Correlations in SPSS; Writing Intro, Results and Discussion sections in APA style

~~~ UNIT 2 (Theory of Mind) and Language Learning ~~~

7/24/12 Theory of Mind
- Introduction to ToM, Prepare DCSC experiment on preschoolers' ToM; PsycINFO

Language Acquisition
- Introduction to language learning; Statistical tests; t-tests; t-tests in SPSS; Reporting results; Analyzing language data

7/26/12 DCSC experiment on Theory of Mind

7/31/12 Theory of Mind Data analysis, Introduction, Results & Discussion
- Theory of Mind in preschoolers; ANOVA; reporting ANOVA in APA style

~~~ UNIT 3: Executive Function ~~~

8/2/12 Introduction to EF and experiment design
(Possible continuation of ToM results/discussion)
- Prepare DCSC experiment; review of statistics and when they are used

8/7/12 DCSC experiment on EF

8/9/12 EF Data analysis, Introduction, Results & Discussion
- Review APA style for research reports; guidelines for final report

8/14/12 Finishing up

Overview of Assignment Due Dates and Point Values

[Readings are due before class while written assignments are usually due by the end of the day on class days or by Noon on non-class days]

#	Unit	Assignment	Due Date	By	Points	Writing Notes
1		Research Design	Tuesday, July 10th	12:55pm	5	written in class with a small group
2	Peer Interactions	Method [instructor will grade]	Thursday, July 12th	12:55pm	10	written in class with a partner
3		Read Fabes et al. (2003) and Howes (1980)	Tuesday, July 17th	8:55am	---	at home BEFORE class
4		Background Info	Tuesday July 17th	8:55am	---	written out of class with partner
5		Background & Intro [peer review]	Thursday, July 19th	12:55pm	2	peer reviewed in class
6		Introduction [instructor will grade]	Thursday, July 19th	12:55pm	8	finish out of class if needed
7		Results, Discussion and References [instructor will grade]	Monday, July 23rd	Noon	10	written with partner outside of class
8	Theory of Mind	Read Baron-Cohen et al. (1985)	Tuesday, July 24th	8:55am	---	at home BEFORE class
9		Method [instructor will grade]	Tuesday, July 24th	12:55pm	10	written with partner in class
10		Choose 2 relevant articles from PsychInfo	Tuesday, July 24th	12:55pm	1	Internet search done in pairs
11		Introduction [peer reviewed]	Tuesday, July 31st	8:55am	2	written out of class individually; peer reviewed in class
12		Introduction and References [instructor will grade]	Tuesday, July 31st	12:55pm	8	finish out of class individually
13		Results and Discussion [peer review and instructor will make comments]	Tuesday, July 31st	12:55pm	10	written with partner and peer reviewed in class
14	Executive Functioning	Read Zelazo (2006)	Thursday, August 2nd	8:55am	---	at home BEFORE class
15		Method [peer review only]	Thursday, August 2nd	12:55pm	2	written in class individually; then peer-review in class
16		Introduction and References [peer review only]	Tuesday, August 7th	12:55pm	2	written out of class individually; peer-review outside of class
17		Optional: Draft of Peer-Reviewed Intro & Method [instructor will grade]	Wednesday, August 8th	Noon	---	written out of class individually; based on peer edits
18		Results and Discussion [peer review only]	Thursday, August 9th	12:55pm	2	written out of class individually; peer-review outside of class
19		Full Paper (*don't forget new refs)	Tuesday, August 14th	12:55pm	30	finish out of class individually
20		Participation			15	