

**Infant & Child Development Lab**  
**830:332:01 Fall 2012**  
**Tuesdays, 8:40a-11:40a, Tillett 205**

**Instructor:** Alison Lindner

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**Office Hour:** By appointment in Room 219 in the Psychology building on Busch campus.

**Course Objectives:**

The aim of this course is to acquaint students with scientific research within the context of child psychology. Upon successful completion of this course, students will

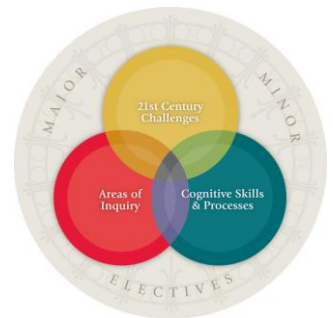
- **have a basic understanding of the methods and techniques related to research design**
- **understand the procedures of collecting and coding data in a daycare setting**
- **be able to use basic statistics and statistical software to analyze data**
- **be able to interpret the results of the statistical analyses**
- **produce an APA-style empirical paper**

**The SAS Core Writing and Communication Goals:**

This course has been certified as satisfying four of the Writing and Communication Learning Outcome Goals (including WCR and WCD) of the SAS Core Curriculum.

Specifically, upon successful completion of this course, students will be able to:

- a) Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCR);
- b) Communicate effectively in modes appropriate to a discipline or area of inquiry (WCD);
- c) Evaluate and critically assess sources and use the conventions of attribution and citation correctly;
- d) Analyze and synthesize information and ideas from multiple sources to generate new insights.



## **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

Fall, 2012: Lindner

**\*SCHEDULE SUBJECT TO REVISION\***

**9/11/12:** Introduction to Course and the Scientific Method

*Topics:* Overview of syllabus, class assignments, and expectations

## **--- UNIT 1: Preschool Peer Interactions ---**

**9/18/12:** Infant-mother interactions and peer interactions

*Topics:* Correlational studies; SPSS; Determining hypotheses; Preparation for DCSC observation of peer interactions

**9/25/12:** DCSC observation of peer interactions

**10/2/12:** Peer interaction data analysis

*Topics:* Peer interactions in preschoolers; Correlations in SPSS; Writing Results and Discussion Sections in APA style

## **--- Language Learning ----**

**10/9/12:** Language acquisition

## **---UNIT 2: Theory of Mind ---**

**10/16/12:** Pretend play and theory of mind

*Topics:* PsychINFO; Prepare DCSC experiment on preschoolers' theory of mind

**10/23/12:** DCSC experiment on theory of mind

**10/30/12:** Theory of mind data analysis

*Topics:* Theory of mind in preschoolers, ANOVA; reporting ANOVA in APA style

## **---UNIT 3: Executive Functioning ---**

**11/6/12:** Executive Functioning

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

**11/13/12:** DCSC experiment on executive functioning

**11/20/12: NO CLASS: THANKSGIVING WEEK, TUESDAY CLASSES SWITCH TO THURSDAY CLASSES**

**11/27/12:** Executive functioning data analysis

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

**12/4/12:** Executive functioning data analysis continued

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

**12/11/12:** Wrap-up

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

**11/27/12:** Optional draft of peer reviewed Intro and Methods for final paper due at 12:00p

**12/11/12:** Final paper due by 11:55p

## Overview of Assignment Due Dates and Points

[Due by the end of class on lab days or 11:55p on DCSC/no class days]

#	Unit	Assignment	Due Date	Points	Writing Notes
1		Research Design	Tues, September 11	5	written in class with a small group
2	Peer Interactions	Method [instructor will grade]	Tues, September 18	10	written in class with a partner
3		Introduction [peer review only]	Tues, September 25	2	written with partner and peer reviewed
4		Results and Discussion [instructor will grade]	Tues, October 2	10	written with partner in class
5	Language Learning	Results [peer review only]	Tues, October 9	2	written in class with partner
6	Theory of Mind	Method [peer review only]	Tues, October 16	2	written with partner and peer reviewed in class
7		Introduction [instructor will grade]	Tues, October 23	10	written out of class with your partner
8		Results and Discussion [peer review and instructor will make comments]	Tues, October 30	2	written with partner and peer reviewed in class
9		Results and Discussion Revise & Resubmit [incorporate peer review and instructor comments]	Tues, November 13	10	
10	Executive Functioning	Method [peer review only]	Tues, November 13	2	written out of class individually; peer-review out of class; negotiate exchange dates with your partner
11		Introduction [peer review only]	Tues, November 20	2	
12		Optional: Draft of Peer-Reviewed Intro & Method [instructor will comment]	Monday, November 19		
13		Results and Discussion [peer review only]	Tues, December 4	2	
14		Full Paper	Tuesday, December 11	25	finish out of class individually
15		Participation		10	

