

Infant & Child Development Lab
830:332:05 – Fall 2013
Tr 3:20pm-6:20pm, Tillett 205*

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Office: Psychology Building 319- Office hours by appointment

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.

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, students will be able to:

- respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCR)
- communicate effectively in modes appropriate to a discipline or area of inquiry (WCD)
- evaluate and critically assess sources and use the conventions of attribution and citation correctly
- analyze and synthesize information and ideas from multiple sources to general new insights

STRUCTURE

Throughout the course, students should adopt a scientist's approach to research experiences. The course is designed around three hands-on studies in child development to be conducted at the *Douglass Child Study Center located in Douglass Campus. This 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. If you are late you will be unable to complete the assigned material and will receive a zero**

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 research unit, throughout the course. For the first two units, you will work with partners. 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 unit, you will work alone 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.

COURSE WEBSITE

If you are properly registered for the course, you have access to the course website through Sakai. There you will find copies of all slides, resources and assignments. **It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Sakai so that you are aware of these changes.** You are responsible for all the information contained in this syllabus, and for all changes to the syllabus that I announce in class or post on the website.

LATE POLICY & MAKE UP POLICY

Late work will not be accepted unless an extreme circumstance occurs. If an extreme circumstance occurs you must provide a written note from your dean in order to be eligible for a make up-assignment. **If you are absent you should submit the assignment to me via email before the due date.**

CHEATING & PLAGIARISM:

I will not tolerate plagiarism or cheating without exception. **A first offense will be reported on your college record and will result in the failure of the class. Consider this your warning.** All work that students turn in must be their own work. Students *should not* work collaboratively on assignments without prior approval from the instructor. Any outside sources (including help from other people) must be appropriately referenced in all written work. Turning in someone else's work as your own is completely unacceptable. This includes downloading information from the web and pasting or copying it into your paper. I routinely check Google, Wikipedia and other popular websites to check for plagiarism. Additionally, I require that your paper be turned in as electronic as well as hard copies so that we can check for plagiarism by matching content to information on the web. Any student who plagiarizes will, *at the very least*, receive a failing grade for the course. More severe consequences (e.g., expulsion) are also possible. More about academic integrity can be found at <http://ctaar.rutgers.edu/integrity/policy.html>.

GRADING POLICY

Grades you receive are earned based upon what you turn in. I cannot change your grade to accommodate your need to get into graduate school, retain a scholarship, avoid probation, obtain a job or internship or any other reason. You can hopefully understand how changing one student's grade is unfair to the other students in the class. Requests for grade changes will not be made.

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| 1. writing assignments | 60% |
| 2. final lab report | 25% |
| 3. attendance/active participation | 15% |

A = 90-100%	C+ = 77-79%
B+ = 87-89%	C = 70-76%
B = 80-86%	D = 60-69%
F = Below 60	

Participation: You will receive participation points for showing up to class on time, with all the necessary materials. Part of participation includes being an active partner in group

tasks and being respectful of the other students (absolutely **no cell phones/texting**). 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.**

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. *This is true for all lab courses in the Psychology department.* Arguing with me will not change anything.

Writing assignments: In the first two experimental units you will work with a partner, submit the same assignment, and receive the same grade. All assignments will be submitted through the Sakai site. During this time, most of your assignments will be done in the lab during class. Evaluation of your work is based on the content **as well as APA format.**

Peer review: If you miss a peer review session or come in late, you will receive a zero for that assignment. When you are peer-editing another student's assignment, 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 - 3.5 possible points).

Final lab report: The final report is due on **December 11 at noon.** Unlike many of the previous assignments, you will be required to complete the final report on your own.

Tentative Detailed Schedule of Classes (subject to change)

- Sept 12: Research Methods**
Review syllabus, assignments and expectations
Find your partner(s)
Assignment 1: structure an APA research report (complete with partner, due 9/12)
- Sept 19: Infant-Mother Interactions and Peer Interaction**
Prepare for DCSC observation of peer interactions
Assignment 2: PI Method (write with partner in class, due 9/26)
Read Howes (1980) & Fagot, Leinbach & Hagan (1986)
Assignment 3: PI Article Summaries & References (write with partner, due 10/3)
- Sept 26: Douglas Child study Center (DCSC) Observation**
- Oct 3: Data Analysis for Peer Interactions Study**
Correlations in SPSS, Results & Discussion sections in APA Style
Peer Review PI Intro
Read Gopnik & Astington (1988) before next class
Assignment 4: PI Results & Discussion (write with partner, due 10/10)
- Oct 10: Theory of Mind (ToM)**
Introduction to Theory of Mind
Prepare for DCSC experiment with ToM
Find 2 additional, relevant, articles on PsycInfo
Assignment 5: ToM Method (write with partner, due 10/17)
Assignment 6: ToM Introduction & References (write with partner, due 10/24)
- Oct 17: DCSC Observation**
- Oct 24: Data Analysis for ToM**
ANOVA in SPSS, reporting ANOVA in APA style
Assignment 7: ToM Results and Discussion Section (write with partner, due 11/7)
- Oct 31: Executive Functioning Study**
Prepare for DCSC Executive Functioning Study
Read assigned articles (Zelazo, 2006, one you found on your own)
Assignment 8: EF Method section (write on your own, due 11/14)
Assignment 9: EF Introduction & References (write on your own due 11/14)

- Nov 7:** **Meet with partner(s) to Peer Review Intro & Method**
- Nov 14:** **DCSC Observation**
Turn in Peer Reviews from Assignment 8 & 9
- Nov 21:** **NO CLASS**
- Nov 26:** **Data Analysis for Executive Functioning study**
Repeated Measures ANOVA, reporting RM ANOVA in APA Style
Assignment 10: EF Results and Discussion Due (write on your own) 12/5
- Dec 5:** **Wrap UP/ Graduate School**
Peer Review Results & Discussion, Turn in rough draft
Work on Final Research Report Final Paper due 12/11/13

Unit	Assignment #	Due Date	What are you doing?	Points	Notes
	1	September 12	Structuring an APA report	3.5	Complete with your partner
Peer Interactions	2	September 26	PI Method	13	Complete with your partner
	3	October 3	PI Article summaries & References	3.5	Complete with your partner - peer reviewed
	4	October 10	PI Results & Discussion	13	Complete with your partner
Theory of Mind	5	October 17	ToM Method	3.5	Complete with your partner - peer reviewed
	6	October 24	ToM Introduction and References	13	Complete with your partner
	7	November 7	ToM Results and Discussion	3.5	Complete with your partner - peer reviewed
Executive Functioning	8	November 14	EF Method	2	written out of class on your own; peer-reviewed in class on 11/14; Finish out of class, on your own. Should include title page, abstract, introduction, method, results, discussion & references
	9	November 14	EF Introduction & References	2	
	10	December 5	EF Rough Draft	3	
	11	December 11	EF Final Paper	25	