

Infant & Child Development Lab
Spring, 2013 (01:830:332:01)
Tuesdays: 9:00-11:40 pm, Tillet 205

Instructor: Daniel Chazin

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Office Hours: Tuesdays after class and other times by appointment. Please contact me in advance to arrange a time to meet me (either at Tillet Room 333 or Rm 319 in Busch Psychology Building).

Course Objectives:

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. 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 –
- Communicate effectively in modes appropriate to a discipline or area of inquiry (WCD);
- Responding effectively to editorial feedback from peers and instructors through successive drafts and revision
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly;
- 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 divided into 3 primary units and 3 corresponding hands-on studies in child development, to be conducted at the Douglass Child Study Center (DCSC) located in Douglass Campus. During this three visits, *students are responsible for their own transportation to the DCSC and **timely attendance is crucial!***
- The three course units progress from simpler to more complex research designs and statistical analyses.
- As with the progressive structure of course content, assignments build American Psychological Association (APA) report-writing skills and require increasingly independent use of these skills in your writing.

Assignments:

- You will gain experience writing the main sections of an APA style research report across 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 you have learned throughout the semester. You will be given considerable in-class time to work on

assignments, but will also be expected to work outside of the class work (especially toward the end of the semester).

- **Collaborative Work:** You will work with a partner for all work throughout the first two units. For the first unit, you will be able to choose your partner. New partnerships will be assigned for the second, so that you have the opportunity to work with at least two different individuals. For the third unit, partner assignments will be determined jointly based on student preference and instructor's judgment. For all written assignments completed with a partner, the two of you will submit the same assignment (and earn the same grade) that you have worked on collaboratively. Please use the time to learn from each other and to ask for assistance and feedback.
- **Individual Work:** For the third unit, students will be asked to write their own assignments as they apply what they have learned in the course and work toward completing a final APA-style scientific report. While you are encouraged to continue to help each other, conduct peer-reviews, and ask the instructor questions, drafts and the final paper will be written individually unless you have prior permission from the instructor.

Writing Guidelines:

- All written assignments are to be submitted both in *hard copy* form and *electronically* through Sakai (assignments folder) by the date they are due. Writing assignments should be turned in at the beginning of the class they are due or at the end, if completed in class. Electronic copies will NOT be accepted as a final draft.
- Writing assignments should be printed on white paper using black ink (and not handwritten). They should be in 12pt font, double-spaced, and with 1-inch margins, and double-sided, unless otherwise specified.
- Please clearly title your file with all group members' last name(s) as well as the course unit and paper section (e.g., "Chazin&Figueroa_execfunc_method.doc"). 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. All written work should adhere to the APA guidelines for formatting, writing style, and citation, as set forth in the APA Publication Manual (6th ed.).
- Late papers: A grade of "0" will be assigned to papers that are not turned in. If a writing assignment or final lab report is turned in late, the grade will be reduced by 1/10 the deserved grade for each day late (e.g., a paper which would have been graded as a 10/10 will be assigned an 8/10 after 2 days late). Papers more than 5 days late will not be accepted. Students who miss one assignment will be placed on probation, while missing two or more assignments is grounds for receiving an automatic "F" for this course.

Peer Review:

- The peer review process is utilized consistently throughout this course. When you are peer-editing another student's assignment, refer again to the resources provided and make comments based on these standards.
- Each peer-reviewed assignment will be graded based on the quality of the work, the instructor's observations, and a paragraph you submit summarizing the edits and suggestions you and your partner made during the peer reviewing.
- This paragraph should be submitted as an addendum along with the corresponding assignment, both in hard copy and electronic (via Sakai) forms.

How to arrive prepared and stay on top of the materials:

- Please *review the materials*. I will post class materials on the Sakai website, including some lecture notes, relevant articles, and writing guides (usually under the "resources" section). Additional

features include an announcement section (where notices will occasionally be posted), chatroom (which you can use to discuss pertinent material and questions with other students), and gradebook (which you can use to monitor how you are doing with class assignments). You are encouraged to make active use of these resources.

- Attend and actively participate in all class meetings. You will want to *actively take notes* and *participate* in discussions and exercises, ask questions, *obtain copies* of any handouts as well as all results we obtain from the lab (which you should copy to a flash drive or email yourself in accessible formats).
- Supplementary readings will be assigned. Some of these are topic while others are designed to complement in-class presentations and provide more in-depth coverage of issues that many students find novel and challenging.
- For assistance with writing and formatting papers in APA style, you may find the writing assistance resources listed below helpful.
- Below, you will find the schedule for the topics we will cover in class and the associated assignments. There is a possibility that we might not follow the order of labs as listed, and may sometimes substitute these with an alternate lab. You will be informed of any major changes in advance. Additionally, supplementary readings/resources may be added.

Attendance & Participation:

- *Regular attendance* is mandatory and vital for this course, especially since the lab only meets once a week for a total thirteen times the whole semester, with much to accomplish during this time. Although I understand that Rutgers' transportation is often unreliable, it is your responsibility to account for this ahead of time and arrive on time every week.
- Please be *on time*. Regular or repeated lateness will be counted against you and may lower your final grade.
- If you miss a class or need to leave early, you must receive *an official excuse from the Dean*. This may excuse you from that part of the assignment. Unexcused missed assignments will be given a "0." Please keep in mind that if you miss one part of a lab, you will not be prepared for the subsequent class and won't have data to analyze or results to write about. In addition, in-class presentations, discussions and tutorials may impart knowledge and skills that cannot be found in the slides/handouts and can affect students' ability to understand and do well on current, as well as future assignments. Unfortunately, I will not be able to offer make-up classes.
- *Missing* more than one class will result in an official warning and a one grade point reduction in your final grade (potentially higher if the absences are corresponding assignments are unexcused). Missing three or more classes will result in an automatic "F" for the course. Basically, come to class.
- 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.
- *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 considered in your final grade.

Academic Integrity: All work that students turn in must be their own (i.e., original) work. Students are encouraged to collaborate, exchange ideas, and assist one another with labs and assignments, both during class (through opportunities for group work and discussion) and outside of it (e.g., through the chatroom feature on sakai). Any outside sources (including help from other people) must be **appropriately referenced** in all written work, following APA format. This is partially why we spend time discussing how to accurately cite other authors' work. Turning in someone else's work as

your own (whether it be another student's paper or an article lifted from a periodical or the Web) is completely unacceptable, as are other forms of plagiarism. Turnitin will be used to review assignments. If you are caught plagiarising, you will receive a failing grade for the class, and may face other academic consequences (e.g. expulsion, reporting to the University Judicial Affairs Office). Please contact me if you have any questions as to what constitutes plagiarism. You can review Rutgers' rules of academic integrity on this web site:

<http://cat.rutgers.edu/integrity/policy.html>.

Evaluation:

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. Your final grade will be comprised of three components:

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

Graduate School:

I realize that many of you will be applying to graduate programs in psychology, counseling, education, health disciplines and various other fields. I am happy to meet with you to discuss issues related to graduate school, careers, applications and other such issues and do my best to help address questions and concerns. Please schedule a time to meet with me. I regret that I can only provide a limited number of letters of recommendation for students each semester and may not be able to accommodate all such requests.

Students with Disabilities: Any student who feels he or she needs accommodation for a physical or learning disability, please contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and notify me immediately so that appropriate arrangements may be made. To receive accommodations, you will need to obtain a Letter of Accommodations from Disability Services, which should be provided to me no later than our *second* class, to allow sufficient time for planning. Instructors may wish to carefully review such requests and consult with appropriate administrative officials, such as the Chair of Undergraduate Psychology, and in some cases might choose to make appropriate modifications before requests are approved. More information about Rutgers' policies and services can be obtained at <http://disabilityservices.rutgers.edu>.

Other Resources:

- Purdue Owl (provides writing assistance) – <http://owl.english.purdue.edu/>
- SZZ textbook website: <http://www.mhhe.com/socscience/psychology/shaugh/>
- <http://depts.washington.edu/psywc/handouts/pdf/APApaper.pdf>
- <http://www.thewritesource.com/apa/apa.pdf>
- <http://www.muhlenberg.edu/depts/psychology/EmpiricalPrimer.htm>
- <http://depts.washington.edu/psywc/handouts/pdf/APApaper.pdf>

- 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)

Schedule:

The planned schedule of units is as follows. However, keep in mind that this schedule is tentative *and subject to change*:

**Weekly Schedule for Infant and Child Development Lab (Sp '10)
*SCHEDULE SUBJECT TO REVISION***

1/25: Introduction to Course and the Scientific Method

Topics: Overview of syllabus, class assignments, and expectations

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

2/5: Infant-mother interactions and peer interactions

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

2/12: DCSC observation of peer interactions

2/19: Peer interaction data analysis

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

--- Language Learning ----

2/26: Language acquisition

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

3/5: Pretend play and theory of mind

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

3/12: DCSC experiment on theory of mind

3/19: **No class: Spring recess. Enjoy the break!**

3/26: Theory of mind data analysis

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

---UNIT 3: Nonverbal Arithmetic ---

4/2: Nonverbal Arithmetic & Research Design

Topics: Intro to nonverbal arithmetic in preschoolers; Prepare DCSC experiment

4/9: DCSC experiment on nonverbal arithmetic

4/16: Nonverbal Arithmetic data analysis

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

4/23: Continued analysis of nonverbal arithmetic data

4/30: Turn in final paper; Intelligence Testing; Wrap-up;

Topics: Intelligence Testing, Review, Student Feedback, and Course Evaluations