

Infant & Child Development Lab
830:332:05 - Fall 2009
Tues 3:20 – 6:20pm, Tillett 205

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Office: Busch Psychology Building, Rm. 114, by appointment only

Course Objectives

This class will acquaint students with scientific research in the field of child psychology, in particular the methods used to design studies, collect, code, analyze, and interpret data, as well as present research results in a professional format.

Structure of the course

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.

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!

Assignments:

- **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 (via the Assignments tab).

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 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>

Late assignments & absences: No late assignments are permitted except under extremely special circumstances. If you think you have a special circumstance (death in the immediate family, serious illness), work this out with me as soon as possible (i.e. not weeks later). No absences are permitted without a written letter from your dean. 1 unexcused absence will result in your grade dropping to an A-. 2 will result in your grade dropping to a B. 3 or more will result in an F.

SCHEDULE

DATE	Topic	Where	In class Assignment	Points
29-Jan	Introduction	Tillet	TV assignment (due end of class)	5
5-Feb	Peer Interactions I	Tillet	Methods (due Feb 7, 3:20 pm)	5
12-Feb	Peer Interactions II	Douglass	Experiment I	
19-Feb	Peer Interactions III	Tillet	Introduction & results (due Feb 21, 3:20 pm)	10
26-Feb	Theory of Mind I	Tillet	Methods (due Mar 7, 3:20 pm)	5
5-Mar	Theory of Mind II	Douglass	Experiment II	
12-Mar	Theory of Mind III	Tillet	Results & Discussion (due Mar 14, 3:20 pm)	10
26-Mar	NO CLASS			
2-Apr	Folkbiology I	Tillet	Language Acquisition	5
9-Apr	Folkbiology I	Tillet	Methods, Introduction	
16-Apr	Folkbiology II	Douglass	Experiment III	
23-Apr	Folkbiology III	Tillet	Results & Discussion	
30-Apr	Folkbiology IV	Tillet	Peer editing	
5-May	NO CLASS		Due 3/20 pm via Sakai	40

Note: The additional 20 points will come from your peer review assignments and general participation throughout the course