

Infant & Child Development Lab
830:332:05 Spring 2013
Thursday, 3:20pm – 6:20pm
Tillett Hall, Room 205

Instructor: Janani Prabhakar

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Sakai site: <https://sakai.rutgers.edu/portal>

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. Specifically, 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.

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

- a) Have a basic understanding of the methods and techniques related to research design
- b) Be able to use basic statistics and statistical software to analyze data
- c) Be able to interpret the results of the statistical analyses
- d) Produce an APA-style empirical paper

Structure of the course

Throughout the course, students should adopt a scientist's approach to research experiences. The course is designed around one in-class unit and three hands-on units in child development. The three hands-on units require visits to the Douglass Child Study center (there will be 3 in total during the semester) on the Douglass Campus. You are responsible for your own transportation to the center. Timely attendance is absolutely 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 APA report-writing skills and give the student increasing autonomy to use these skills in their writing. You will have to write two full research reports (one for each hands-on unit) throughout the course. For the first two hands-on units and the in-class unit, you will work with partners in writing all assignments (including the full research paper for unit two). 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 hands-on unit, you will work alone on the assignments 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.

Units:

- Unit 1 (hands-on): Peer Interactions
- Unit 2 (hands-on): Theory of Mind
- Unit 3 (in-class): Language Acquisition
- Unit 4 (hands-on): Executive Function

Assignments

Assignments are submitted through Sakai in the assignments tab.

Clearly title your file with your Last name followed by the unit name and research section (such as, Intro, Methods, Results, Discussion). For example: the method section for Peer Interactions unit would be: Prabhakar_PeerInteractionsMethod. Evaluation of your work is based on content and on proper use of APA format. Please review the information given in class, as well as on Sakai, to make sure you adhere to APA format (follow standards given in the APA resources in Sakai).

A penalty of 1 point is assessed for overdue assignments for every day it is late, unless special arrangements are made at least 24 hours in advance.

Note on academic integrity: By participating in this course you will be accepting the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on Academic Integrity: <http://teachx.rutgers.edu/integrity/policy.html>

Attendance and Participation

As the class is designed to give you experience with methodology in the field, and since you will be working with a partner, **your presence at all lab meetings is mandatory**. In all cases, an absence must be justified with written documentation from the Dean's office and proper arrangements to make up the class will be made. Unexcused absences will be given a '0'. More than 1 unexcused absence results in a final grade deduction of one full letter grade. Three unexcused absences results in an automatic final grade of F. If you arrive more than 20 minutes after class has begun, this will be counted as an unexcused absence.

Please keep in mind that most coursework is done in class with a partner. If you do not show up to class, you are hurting your partner as well as yourself. Moreover, if you miss lab the week before the preschool visit, you will not know what to do with the children at the preschool. If you miss the day at the preschool, you will not have data to analyze the next week, and if you miss lab the week after the preschool, you will not have results to write about.

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 Policy

Your final grade will be comprised of three components:

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|------------------------------------|-----|
| 1. Writing Assignments (13) | 50% |
| 2. Final, Full Lab Reports (2) | 35% |
| 3. Attendance/Active Participation | 15% |

The grading scale is as follows:

A = 90% or above	B = 80-84%	C = 70-74%	F = 59% or below
B+ = 85-89%	C+ = 75-79%	D = 60-69%	

Extra Credit

Extra Credit will be given for participating in research studies that take place at Rutgers. Each study that you participate in will add one point to your final grade, up to a maximum of 3 additional points. Research participation opportunities will be announced in class.

Course Website and Materials

All course materials, including all slides, APA and Stats help documents, assignments, special notices, and the most up-to-date syllabus, will be made available through Sakai. If you are properly registered for the course, you have access to the course website at <http://sakai.rutgers.edu> (log in with netID and password, click on Membership). Please check the website frequently for any announcements regarding syllabus changes, class cancellations, etc. It is each student's responsibility to remain current with all postings on the website.

Academic Integrity

As students and teachers, we are the guardians of knowledge for future generations. An implicit condition for your participation in this course is your acceptance of the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on

Academic Integrity, which includes cheating, fabrication (falsification), plagiarism, denying others access to information or material, and facilitating violations of academic integrity, which can be found at: <http://academicintegrity.rutgers.edu/integrity.shtml>

Anyone suspected of committing an act of academic dishonesty will be reported to the Disciplinary Committee; those found to have done so will, *at the very least*, receive a failing grade for the course. Rutgers' Official Policy on Academic Integrity

To help clarify, in this class you may consult outside sources (e.g., journal articles, books, internet) and other students when completing assignments provided that you appropriately cite them (e.g., provide complete references and referencing notation) in your written work. You may not turn in another student's work as your own, represent someone else's idea as your own, or work collaboratively on individual assignments.

Course Schedule

Date	Topic	Assignments	Due Date for Assignments
Thur, Jan 31 st	Introduction to the course, the scientific method, and writing a research paper	<i>Assignment 1:</i> Structure an APA Research report (5 points) Reading: <i>Read Fabes, et al. (2003) and Howes (1980) by class on Thursday, Feb 7th</i>	<i>Assignment 1:</i> Due by midnight on <u>Wed, Feb 6th</u>
Thurs, Feb 7 th	<u>Unit 1:</u> Preschool Peer Interactions Introduction	<i>Assignment 2:</i> PI Introduction & References Section	<i>Assignment 2:</i> Due by midnight on <u>Wed, Feb 13th</u>
Thurs, Feb 14 th	<u>Unit 1:</u> Preschool Peer Interactions DCSC observation	<i>Assignment 3:</i> PI Methods Section	<i>Assignment 3:</i> Due by midnight on <u>Wed, Feb 20th</u>
Thurs, Feb 21 st	<u>Unit 1:</u> Peer Interactions Results	<i>Assignment 4:</i> PI Results Section Reading: <i>Read Baren-Cohen, et al. (1985) by class on</i>	<i>Assignment 4:</i> Due by midnight due on <u>Wed, Feb 27th</u>

		<u>Thursday, Feb 28th</u>	
Thurs, Feb 28 th	- <u>Unit 2</u> : Theory of Mind Intro	<i>Assignment 6</i> : Theory of Mind Introduction & References Section	<i>Assignment 6</i> : Due by midnight on <u>Wed, March 6th</u>
Thurs, March 7 th	- <u>Unit 2</u> : Theory of Mind Experiment at DCSC	<i>Assignment 7</i> : Theory of Mind Methods Section	<i>Assignment 7</i> : Due by midnight on <u>Wed, March 13th</u>
Thurs, March 14 th	<u>Unit 2</u> : Theory of Mind Results	<i>Assignment 8</i> : Theory of Mind Discussion Section <i>Research Paper 1</i> : Theory of Mind Final Paper	<i>Assignment 8</i> : Due by midnight on <u>Wed, March 20th</u> <i>Research Paper 1</i> : Due by midnight on <u>Wed, March 27th</u>
Thurs, March 21 st	Spring Break: NO CLASS!		
Thurs, March 28 th	<u>Unit 3</u> : Language Acquisition	<i>In-Class Assignment 9</i> : tbd Reading: <i>Read Zelazo (2006) by class on <u>Thurs, April 4th</u></i>	<i>Assignment 9</i> : Due by the end of class <u>March 28th</u>
Thurs, April 4 th	<u>Unit 4</u> : Executive Function Intro	<i>Assignment 10</i> : Executive Function Introduction & References Section	<i>Assignment 10</i> : Due by midnight on <u>Wed, Apr 10th</u>
Thurs, April 11 th	<u>Unit 4</u> : Executive Function experiment at DCSC	<i>Assignment 11</i> : Executive Function Methods Section	<i>Assignment 11</i> : Due by midnight on <u>Wed, April 17th</u>
Thurs, Apr 18 th	NO CLASS!		

Thurs, Apr 25 th	Unit 4: Executive Function Results	<i>Assignment 12:</i> Executive Function Results & Discussion Sections	<i>Assignment 12:</i> Due by midnight on <u>Wed, May 1st</u>
Thurs, May 2 nd	Unit 4: Executive Function Peer Reviews and work on final paper	<i>Assignment 13:</i> Executive Function Peer Reviews <i>Research Paper:</i> Executive Function Final Paper	<i>Assignment 13:</i> Due in class on <u>Thurs, May 2nd</u> <i>Research Paper 2:</i> Due by midnight on <u>Thursday, May 9th</u>