

**Infant and Child Development Lab**  
**830:332:H2**  
**TTh 2:00pm – 5:40pm, Tillett 205**

**Instructor Information**

Christopher Wyszynski

Office hours: By appointment in room 319 of the psychology building on Busch

**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:

1. Have a basic understanding of the methods and techniques related to research design
2. Understand the procedures of collecting and coding data in a daycare setting
3. Be able to use basic statistics and statistical software to analyze data
4. Be able to interpret the results of the statistical analyses
5. Produce an APA-style empirical paper

**SAS Core Writing and Communication Goals**

This course satisfies four of the Writing and Communication Learning Outcomes Goals:

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

**Structure of the course**

Throughout the course, students should adopt a scientist's approach to research experiences. The course is designed 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 during the session/semester. *Students are responsible for their own transportation to the DCSC and timely attendance is 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 American Psychological Association (APA) report-writing skills and give the student increasing autonomy to use these skills in their 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., “Wyszynski\_ExecFunct\_method.doc”). Your name should also appear on the document.

**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 will be used throughout this course. When reviewing another student’s work, please refer to the resources provided and make sure that your comments adhere to these standards. Each peer review assignment will worth 2 points. Grades will be assigned based on your edits, suggestions, and adherence to APA style. Please follow the guidelines below for peer review assignments:

- Make your edits and comments on the other person’s assignment using track changes.
- Include a paragraph or two summarizing your comments and thoughts about the paper
- Write your name next to your comments (this is mostly relevant if we need to have a group of three, but pairs should include names next to comments)
- Submit the peer reviewed document through Sakai with your last name as the reviewer at the end of the document name (e.g., Wyszynski\_EecFunc\_method\_RSkinner.doc)

**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>

*All violations of academic integrity will be strictly enforced*

### **Evaluation and Attendance**

- Grades will be determined based on the evaluation of your written work, quality of peer review comments, adherence to APA standards, attendance, participation, and effort.
- Late assignments will receive a one-point deduction per day for the first two days. After that, points will be deducted at two-points per day until the grade reaches zero.
  - This does not apply if we have made special arrangements in advance
- Attendance is highly recommended. The class continually builds on material covered in previous meetings. Missing any one class can be detrimental to your learning and understanding. Additionally, participation and attendance will be considered part of your grade.
- Two unexcused absences will result in a deduction of one full letter grade. More than two unexcused absences will result in an automatic “F” for the course.

### **Grades**

Grades will be comprised on the following components:

Participation and Attendance	15%
Weekly writing assignments	50%
Final report	35%

The standard grading scale will be used for this course

A = 90% or above

B+ = 85-89%

B = 80-84%

C+ = 75-79%

C = 70-74%

D = 60-69%

F = 59% or below

### **Helpful Links**

Purdue Owl (more on APA style): <http://owl.english.purdue.edu/owl/resource/560/01/>

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)

**Course Outline: ICD Lab Summer 2013**

**----- BASICS -----**

6/9/2013

- Introduction to the course and the scientific method
- Research Design, Ethics, and APA reports

**----- UNIT 1: PEER INTERACTIONS -----**

6/11/2013

- Practice observation of parent-child interactions and peer interactions
- Learning coding methods
- Determine Hypotheses
- Correlational Studies
- Prepare for DCSC visit

6/16/2013

- DCSC visit: Observation of peer interactions

6/18/2013

- Analysis, results, and writing an introduction and discussion
- Correlations in SPSS
- Debriefing

**----- UNIT 2: THEORY OF MIND AND LANGUAGE  
ACQUISITION -----**

6/23/2013

- Introduction to theory of mind (possibly a guest lecturer)
- Prepare for DCSC visit
- Basics of literature search

6/25/2013

- DCSC visit: Theory of Mind, “Unexpected Contents”

6/30/2013

- Analysis of Variance
  - SPSS
  - Reporting
- Debriefing
- Class time to write results, discussion, and introduction

### **----- UNIT 3: EXECUTIVE FUNCTION -----**

8/1/2013

- Introduction to executive function
- Prepare for DCSC visit

8/6/2013

- DCSC visit: Executive Function, card sorting task and variation

8/8/2013

- Repeated measures ANOVA
  - SPSS
  - Reporting
- Tips on report writing
- Debriefing
- Class time to write report

8/13/2013

- Final class

## Overview of Assignment Due Dates and Points

[Due by the end of class when assignment is completed in class, all other assignments due by 11:55p]

#	Unit	Assignment	Due Date	Points	Writing Notes
1		Research Design	Tuesday, July 9	5	written in class with a small group
2	Peer Interactions	Method [instructor will grade]	Thursday, July 11	10	written with partner in class
		Read Fabes et al. (2003) and Howes (1980)	Tuesday, July 16	--	Read BEFORE class!
		First DCSC Visit	Tuesday, July 16	--	Arrive at scheduled time
3		Results and Discussion [instructor will grade]	Thursday, July 18	10	written with partner in class
4		Introduction [instructor will grade]	Tuesday, July 23	10	written individually outside of class
		Read Baron-Cohen et al. (1985) and Perner et al. (1989)	Tuesday, July 23	--	Read BEFORE class!
6	Theory of Mind	Method [peer review only]	Tuesday, July 23	2	written with partner and peer reviewed in class
7		Introduction [instructor will grade]	Thursday, July 25	10	written out of class with your partner
		Read Gopnik et al. (1988)	Thursday, July 25	--	Read BEFORE class!
		Second DCSC Visit	Thursday, July 25	--	Arrive at scheduled time
8		Results and Discussion [Instructor will grade]	Tuesday, July 30	10	written with partner and peer reviewed in class
		Read Zelazo (2006)	Thursday, August 1	--	Read BEFORE class!
10	Executive Functioning	Method [peer review only]	Thursday, August 1	2	Written in class individually, peer reviewed in class
11		Introduction [peer review only]	Thursday, August 1	2	
		Third DCSC Visit	Tuesday, August 6	--	Arrive at scheduled time
13		Results and Discussion [peer review only]	Thursday, August 8	2	Written in class individually, peer reviewed in class
14		Full Paper	Tuesday, August 13	30	finish out of class individually
15		Participation		10	Ask questions, answer questions, comment, have fun