

830:332:04 - **Infant & Child Development Lab**
Classroom Location: Tillet 205*
Spring 2014 | Th 8:40 – 11:40 pm

Instructor: Leigh Wilton, MS
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Office: 515 Tillet Hall
Office Hours: after class, by appointment

* Additional Research Location: Douglass Child Study Center (DCSC)

Description

This course is designed to help you develop the knowledge and skills necessary to engage in research as a scientist by integrating several aspects of your current academic career: research methodology, statistics, and specific knowledge about a psychological topic. This course will give you a general overview of how to conduct research in general and with infant and child participants in particular. In the process, you will become acquainted with methodology for both experimental and observational research by conducting three studies.

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.

Course Website and Materials

All course materials, including all slides, assignments, special notices, and the most up-to-date syllabus, will be made available through Sakai. Please check the website frequently for any announcements regarding syllabus or assignment changes, class cancellations, etc. It is each student's responsibility to remain current with all postings on the website.

Attendance and Assignments Policies

The class is designed to give you experience in methodology and builds significantly on work completed in previous sessions. Therefore, **attendance is required**. In all cases, absences must be justified with written documentation from a doctor or the Dean's office. 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. Additionally, a penalty of one point per day will be administered for late assignments unless we have made special arrangements *in advance*.

Grading and Evaluation

Your final grade will be comprised of the following components: (1) Assignments - 60%, (2) Final Lab Report - 30%, and (3) Participation - 10%.

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%	

Evaluation of your work is based on the content of each assignment as well as APA format. Participation means being actively engaging in the learning process, which includes arriving to class on time, being prepared (brought all necessary materials and completed all necessary pre-work), being respectful of others (no cell phones, Facebooking, etc. during class), and meaningfully participating in all coursework (working collaboratively with partners; peer reviewing) and research (understanding and implementing the study protocol well).

Extra Credit

Extra credit may 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 may be announced in class.

Academic Integrity

As students and teachers, we are the guardians of knowledge for future generations. 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.

Please familiarize yourselves with Rutgers' Policy on Academic Integrity, which can be found at: <http://teachx.rutgers.edu/integrity/policy.html>. 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.

Students with disabilities

Any student who feels he or she needs accommodation for a physical or learning disability should contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <http://disability/services.rutgers.edu>. If you request accommodations for this course, you will need a letter from Disability Services. This letter must be provided to me *by our second class*, at which point you may make a request for course-specific accommodations. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

Spring 2014 Schedule

** This is a *tentative* schedule. Any changes will be announced in class and/or posted on Sakai.

** Unless otherwise noted, all assignments are due at the beginning of the next class.

Date	Class and Topic	Topic	Assignment
1/23	No Class		
1/30	Research Methods Topic: Syllabus Review, Overview of Research Methods		<i>Assignment 1:</i> Structure an APA Research Report (5 Points)
Observational Research			
Peer Interactions in Preschoolers			
<i>Group Work Teams 1</i>			
2/6	Infant-mother Interactions & Peer Interaction Topic: Correlational studies, Infant-mother interactions, SPSS, Prepare DCSC observation of peer interactions, Determine hypotheses		<i>Assignment 2:</i> Write PI Methods; Peer Edit (10 Points)
2/13	No class – Instructor at conference		
2/20	Douglas Child Study Center (DCSC) Observations Review the “DCSC Rules of Conduct” (Sakai: Resources: DCSC Visits) and bring your coding sheets to class		<i>Assignment 3:</i> Read assigned articles and answer questions about Outlining (5 Points)
2/27	Data Analysis Topic: Peer interactions in preschoolers, Correlations in SPSS, Writing Results, and Discussion sections in APA style		<i>Assignment 4:</i> Write PI Results & Discussion (10 Points Each)
Experimental Research			
Theory of the Mind in Preschoolers			
<i>Group Work Teams 2</i>			
3/6	Theory of the Mind Topic: Prepare experiment, PsychInfo usage		<i>Assignment 5:</i> Write ToM Methods Section; Peer Edit (10 Points)
3/13	DCSC Observation		<i>Assignment 6:</i> Read assigned articles and one additional found article (use PsychInfo); write ToM Introduction (10 Points)
3/20	No Class – SPRING BREAK		
3/27	Data Analysis Topic: Theory of mind in preschoolers, ANOVA,		<i>Assignment 7:</i> Write ToM Results and Discussion sections (10 Points Each)

	Reporting ANOVA using APA	
Nonverbal Arithmetic in Preschoolers		
<i>Individual Work</i>		
4/3	Nonverbal Arithmetic Topic: Children's concepts of nonverbal arithmetic, Prepare DCSC experiment, review of statistics and when they are used	<i>Assignment 8: Read assigned articles and write NA Introduction (10 Points)</i>
4/10	DCSC Observation	<i>Assignment 9: Write NA Results and Discussion (10 Points Each)</i>
4/17	Data Analysis Topic: Concept of numbers, ANOVA, Interaction effects, Review APA style for research reports, Guidelines for final report	<i>Assignment 10: Write full NA Report (40 Points)</i>
4/24	Review	
5/1	Final Paper Due (by end of class)	