

Instructor: Laura Skriner

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Office: Room A206 in the Psychology building on Busch campus. Office hours by appointment.

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.

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:

- Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCr).
- Communicate effectively in modes appropriate to a discipline or area of inquiry (WCd).
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly.
- Analyze and synthesize information and ideas from multiple sources to general new insights.



STRUCTURE

This course encourages students to adopt a scientific approach to understanding child development. Thus, **the course is designed around three research units, each with a hands-on study in child development, to be conducted at the Douglass Child Study Center (DCSC) located on Douglass Campus.**

Note: This requires 3 visits to the DCSC during the semester. **Students are responsible for their own transportation to the DCSC and timely attendance is crucial. If you are late, you will be unable to complete the assigned material and will receive a zero.**

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 write three full research reports**, one for each research unit, throughout the course. For the first two units, you will work with a partner. 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. For the third unit, you will

work alone and you will be asked to apply what you have learned so far in the course to demonstrate that you know how to write a scientific APA-style report.

COURSE WEBSITE

If you are properly registered for the course, you have access to the course website through Sakai. There you will find copies of all slides, resources, and assignments. **It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Sakai so that you are aware of these changes.** You are responsible for all the information contained in this syllabus, and for all changes to the syllabus announced in class or posted on the website.

LATE POLICY & MAKE UP POLICY

Late work will not be accepted unless in the event of an extreme and unusual circumstance. If an such a circumstance occurs, you must provide a written note from your Dean in order to be eligible for a make up-assignment. **If you are absent (and please see policy on absence, below) you should submit the assignment to me via email before the due date.**

CHEATING & PLAGIARISM

I will not tolerate plagiarism or cheating. **A first offense will be reported on your college record and will result in the failure of the class. Consider this your warning.**

All work that students turn in must be their own work. Students *should not* work collaboratively on assignments without prior approval from the instructor. Any outside sources (including help from other people) must be appropriately referenced in all written work. Turning in someone else's work as your own is completely unacceptable. This includes downloading information from the web and pasting or copying it into your paper. **I require that all papers be uploaded to the Assignments 2 tab in Sakai, which is directly linked to Turnitin.com.** Any student who plagiarizes will, *at the very least*, receive a failing grade for the course. More severe consequences (e.g., expulsion) are also possible. More about academic integrity can be found at: <http://ctaar.rutgers.edu/integrity/policy.html>.

GRADING POLICY

Grades you receive are *earned* based upon your attendance, active participation in class, completion of written assignments, and your final lab report. Once your grade is submitted, I will not accommodate any requests for grade changes.

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|------------------------|-----|
| 1. Attendance | 20% |
| 2. Participation | 10% |
| 3. Written Assignments | 50% |
| 4. Final Lab Report | 20% |

Attendance: As the class is designed to give you additive experience in methodology within the field of psychology, the course builds on work completed in previous sessions and therefore, **your presence at all lab meetings is required.** 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. *This is true for all lab courses in the Psychology Department.*

Participation: You will receive participation points for showing up to class on time, with all the necessary materials. Part of participation includes being an active partner in group tasks and being respectful of the other students (absolutely **no cell phones/texting**).

Written Assignments: In the first two experimental units you will work with a partner, submit the same assignment, and receive the same grade. All assignments will be submitted through the Sakai site. During this time, most of your assignments will be done in the lab during class.

Evaluation of your work is based on the content **as well as APA format**.

Note: **If you miss a peer review session or come in late, you will receive a zero for that assignment.** When you are peer-editing another student's assignment, refer to the resources provided and make sure your comments are based on these standards. Each peer-reviewed assignment will be graded.

Final Lab Report: The final report is due on **Monday, April 28, by 5:00 PM**. Unlike many of the previous assignments, you will be required to complete the final report on your own.

Final Grades:

A	90-100%
B+	87-89%
B	80-86%
C+	77-79%
C	70-76%
D	60-69%
F	Below 60%

Infant & Child Development Lab: Weekly Schedule

01:830:332:01 – Fall 2013

SCHEDULE SUBJECT TO REVISION

Jan 28: Introduction and Research Methods

In-Class:

1. Introductions
2. Overview of syllabus, assignments, and course expectations
3. Overview of research design and scientific writing

**Assignment 1: Structure an APA-style research report*

UNIT 1: PRESCHOOL PEER INTERACTIONS

Feb. 4: Infant-Mother and Peer Interactions (PI)

In-Class:

1. Introduction to naturalistic/observational studies, correlational designs, hypothesis generation
2. Infant-mother interactions
3. Preparation for DCSC visit

**Assignment 2: PI Method (write with partner in class)*

Out-of-Class:

1. Read: Howes (1980) & Fabes, Martin, & Hanish (2003)

Feb 11: Douglas Child Study Center (DCSC) Visit

Out-of-Class:

1. *Assignment 3: PI Intro – Article Summaries and References (complete with partner, upload to Sakai by Monday, 2/17, 5 PM)*

Feb 18: Peer Interactions Study Data Analysis

In-Class:

1. How to perform correlations in SPSS
2. Writing APA-style Results & Discussion sections
3. Peer Review: PI Intro

Out-of-Class:

1. Read Gopnik & Astington (1988)
2. *Assignment 4: PI Results and Discussion (write with partner, upload to Sakai by Monday, 2/24, 5 PM)*

UNIT 2: THEORY OF MIND

Feb 25: Theory of Mind (ToM)

In-Class:

1. Introduction to Theory of Mind
 2. Prepare for DCSC experiment with ToM
 3. Searching for articles on PsycInfo – must find 2 in class
- *Assignment 5: ToM Method (write with partner in class)*

March 4: DCSC Visit

Out-of-Class

1. *Assignment 6: ToM Introduction and References (write with partner, upload to Sakai by Monday, 3/10, 5 PM)*

March 11: ToM Data Analysis

In-Class:

1. How to perform ANOVA in SPSS
2. How to report ANOVA in APA style

Out-of-Class:

1. *Assignment 7: ToM Results and Discussion Section (write with partner, upload to Sakai by Monday, 3/17, by 5 PM)*

March 18: NO CLASS

UNIT 3: CONTAGION AND CONTAMINATION

March 25: Contagion and Contamination Theories (CCT)

In-Class:

1. Overview of Contagion and Contamination theories
 2. Prepare for DCSC Contagion Study
 3. Read Kalish et al. (1996) and one additional article
- * Assignment 8: CCT Method section (write on your own in class)*

April 1: DCSC Visit

Out-of-Class:

1. *Assignment 9: CCT Introduction and References (write on your own, upload to Sakai by Monday, 4/7, 5 PM)*

April 8: Contagion and Contamination Study Data Analysis

In-Class:

1. How to perform repeated measures ANOVA in SPSS
2. How to report repeated measures ANOVA in APA style
3. Peer Reviews of Assignments 8 and 9

April 15: Continued data analysis

In-Class:

1. Additional assistance with final lab report and continued data analysis

Out-of-Class:

1. *Assignment 10: CCT Results and Discussion (write on your own, upload to Sakai by Monday, 4/21, 5 PM)*

April 22: Wrap-Up

In-Class:

1. Peer Reviews of Assignment 10
2. Discussion of final lab report

Out-of-Class:

1. *Final Lab Report (write on your own, upload to Sakai by Monday, 4/28, 5 PM)*

Unit	Assignment #	Due Date	What are you doing?	Points	Notes
	1	January 28 (in class)	Structuring an APA report	5	Complete with your partner
Peer Interactions	2	February 4 (in class)	PI Method	5	Complete with your partner
	3	February 17	PI Introduction and References	5	Complete with your partner - peer reviewed
	4	February 24	PI Results and Discussion	5	Complete with your partner
Theory of Mind	5	February 25 (in class)	ToM Method	5	Complete with your partner - peer reviewed
	6	March 10	ToM Introduction and References	5	Complete with your partner
	7	March 17	ToM Results and Discussion	5	Complete with your partner - peer reviewed
Contagion & Contamination	8	March 25 (in class)	CCT Method	5	Complete on your own - peer reviewed
	9	April 7	CCT Introduction and References	5	Complete on your own - peer reviewed
	10	April 21	CCT Results and Discussion	5	Complete on your own - peer reviewed
	11	April 28	Final Lab Report	20	Complete on your own