

Infant & Child Development Lab  
01:830:332:H2, Summer 2014  
**Tuesday & Thursday, 2pm - 5:40pm, Rm 205**

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**Office:** Tillett Hall, Room 317. Office hours by appointment

### **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. 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 one full research report for the last research unit.** For all three units, you will work with partners. 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.

### **Assignments**

Assignments are submitted through Sakai in the assignments tab as a PDF. Clearly title your file: **LastName\_UnitTitle\_PaperSection.pdf** (e.g., **Prabhakar\_PeerInteractions\_Method.pdf**). Your paper must be saved with this naming system and submitted as a PDF. 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.

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.
- Unexcused absences will be given a **0** points.
- 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 for all of the units, 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 class prior to 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. So ... you get the point!!

Because this is the summer session, **I cannot offer any make-up sessions.** If there is a date you know you absolutely will not be able to attend, please notify me well in advance (at least a week beforehand, if not earlier), so that proper arrangements can be made to keep both you and your partner up-to-date.

### **Grading Policy**

Your final grade will be comprised of three components:

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|------------------------------------|-----|
| 1. Writing Assignments (10)        | 50% |
| 2. Final, Full Lab Report (1)      | 40% |
| 3. Attendance/Active Participation | 10% |

The grading scale is as follows:

A = 90% or above	B = 80-85%	C = 70-75%	F = 59% or below
B+ = 86-89%	C+ = 76-79%	D = 60-69%	

### **Extra Credit**

Extra Credit will be given for participating in research studies that *may* take place at Rutgers. If a study opportunity arises, each study that you participate in will add one point to your final grade, up to a maximum of 3 additional points. Only research participation opportunities announced in class are available for extra credit.

### **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://teachx.rutgers.edu/integrity/policy.html>

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

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Due Date for Assignments</b>
Tuesday, July 8	- Research Methods  - Peer Interactions Intro & Methods	<i>Assignment 1:</i> Structure an APA Research report handout  <i>Assignment 2:</i> PI Introduction Section  <b>Important:</b> <i>Read Fabes, et al.</i> <i>(2003) and Howes</i> <i>(1980) by class on</i> <i><u>Tuesday, July 8<sup>th</sup></u></i>	<i>Assignment 1:</i> Due by midnight on <u>July 8<sup>th</sup></u>  <i>Assignment 2:</i> Due by midnight on <u>Wednesday, July 9<sup>th</sup></u>
Thursday, July 10	- Peer Interactions Observation	<i>Assignment 3:</i> PI Methods Section	<i>Assignment 3:</i> Due by midnight on <u>Monday,</u> <u>July 14<sup>th</sup></u>
Tuesday, July 15	- Peer Interactions Results	<i>Assignment 4:</i> PI Results Section  <b>Important:</b> <i>Read Baren-Cohen, et</i> <i>al. (1985) by class on</i> <i><u>Thursday, July 17<sup>th</sup></u></i>	<i>Assignment 4:</i> Due by midnight due on <u>Wednesday, July 16<sup>th</sup></u>
Thursday, July 17	- Theory of Mind Intro	<i>Assignment 5:</i> Theory of Mind Methods Section	<i>Assignment 5:</i> Due by midnight on <u>Monday,</u> <u>July 21<sup>st</sup></u>
Tuesday, July 22	- Theory of Mind Experiment at Preschool	<i>Assignment 6:</i> Theory of Mind Introduction & References	<i>Assignment 6:</i> Due by midnight on <u>Wednesday, July 23<sup>rd</sup></u>
Thursday, July 24	- Theory of Mind Results	<i>Assignment 7:</i> Theory of Mind Discussion Section	<i>Assignment 7:</i> Due by midnight on <u>Monday,</u> <u>July 28<sup>th</sup></u>

Tuesday, July 29	- Executive Function Intro	<i>Assignment 8:</i> Executive Function Intro & Methods Section	<i>Assignment 8:</i> Due by midnight on <u>Wednesday, July 30<sup>th</sup></u>
Thursday, July 31	- Executive Function experiment	<i>Assignment 9:</i> Executive Function Introduction & References Section	<i>Assignment 9:</i> Due by midnight on <u>Monday,</u> <u>Aug 4<sup>th</sup></u>
Tuesday, Aug 5	- Executive Function analysis	<i>Assignment 10:</i> Executive Function Results & Discussion Sections	<i>Assignment 10:</i> Due by midnight on <u>Wednesday, Aug 6<sup>th</sup></u>
Thursday, Aug 7	- Executive Function Peer Reviews	<i>Final Paper: Executive Function Final Paper</i>	<i>Final Paper:</i> Due by <b>end of class</b> on <u>Thursday, Aug 7<sup>th</sup></u>