

Infant & Child Development Lab

01:830:332:03 – Spring 2015

TUESDAY 3:20 pm – 6:20 pm, Tillett 205

Instructor: Meng Zhang

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When you e-mail me, please add “Infant & Child Development Lab” in the title

Office Hours: By appointment or after class in Tillett 205

COURSE OBJECTIVES

This course has been certified as satisfying four of the Writing and Communication Learning Outcome Goals 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;
- Communicate effectively in modes appropriate to a discipline or area of inquiry;
- Evaluate and critically assess sources and use the conventions of attribution and citation correctly;
- 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 in the field of developmental psychology. In particular, we will focus on:

- Methods and techniques related to research design
- Procedures of collecting and coding data
- Using statistics and statistical software to analyze data
- Interpreting the results of the analyses
- Professional writing of empirical papers in the field of Psychology

STRUCTURE

Throughout the course, students should adopt a scientist’s approach to research experiences. The entire course focuses on Child Development and consists of three hands-on units in child development. The three hands-on units require visits to the Douglass Child Study Center (DCSC) located in Douglass Campus. *Students are responsible for their own transportation to the DCSC and timely attendance is absolutely crucial!*

The course content progresses from simple to 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.

Units:

- Unit 1 (hands-on): Peer Interactions
- Unit 2 (hands-on): Theory of Mind
- Unit 3 (hands-on): Executive Function

ASSIGNMENTS

You will write the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) for the first two hands-on units during this course. For the third hands-on unit, you will be asked to submit a complete and polished APA style research report that demonstrates your ability to incorporate everything that you have learned throughout the semester. You will be given ample in-class time to work on assignments, but some out-of-class work is also expected, especially toward the end of the semester.

- *Collaborative Work:* You will work with one or two partners for the first two units. You will be able to choose your partners at the start of the semester; you can either work with the same partners or choose other partners for different units. For those assignments completed with partners, the two or three 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 last 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 sharing your written work with other students is strictly prohibited.
- *Submission Guidelines:* All written assignments are submitted through Sakai. Please clearly title your file with your name(s), the course unit, paper section, and the Assignment number (e.g., “Jack&Jill&Maggie_PeerMethod_ Assignment2.doc”). Your name(s) should be inside the file as well.

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: When you are peer-editing another student’s assignment, again refer to the resources provided and make sure your comments are based on these standards. Each peer-reviewed assignment will be graded based on your submission of your edits and suggestions made while peer reviewing. This summary will be submitted on Sakai.
Instructions for peer review:

1. Make edits/comments throughout the other person/group’s assignment (you should have a copy of their document on your computer). Use Microsoft Word’s

“Track Changes feature” (or similar function in Google Doc and other Text Editors). In addition, make at least 3 summary critiques/comments in bulleted form at the bottom of the other person/group's assignment.

2. Write your name(s) next to the peer review you made for the other person/group on their assignment (e.g., authors: Jack & Jill & Maggie; reviewers: Mary & Sara & Jim).

On Sakai, submit the other person/group's assignment, which should contain your edits and comments. Put your name(s) and the assignment number in the document title.

****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. Any student who plagiarizes will, at the very least, receive a failing grade for the course. Since this course contains collaborative work, please keep in mind for individual work, sharing written work with anyone, even your partner, is considered plagiarism.

ATTENDANCE & PARTICIPATION

Attendance is required at all lab meetings. In all cases, an absence must be justified with written documentation from the Dean's office. Otherwise, it will be considered as an unexcused absence.

- One unexcused absence will deduct 5 points on participation scores.
- Two unexcused absences results in a final grade deduction of one full letter grade.
- **Missing more than two classes will result in an automatic “F” for the course.**
- **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. Not showing up to class will hurt your partner as well as yourself. 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.*

** No make-up classes. If there is a date you know you absolutely will not be able to attend, please notify me in advance (at least two weeks beforehand, if not earlier), so that proper arrangements can be made and be sure to contact another student to catch up on what you missed. **An excused letter does not excuse you from the assigned work.** You will have to make up the assignments if you are absent from class. **Missed assignments will be given a “0”.***

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

- Evaluation of your work will be based on such factors as the quality and content, writing style, degree of thought and effort reflected, and adherence to APA format.
- **Late assignments and late final paper will be assessed a penalty of one point per day** (e.g., a paper which would have been graded as a “10” will be reduced to an “8” if submitted 2 days late) unless special arrangements are made *in advance*.
- **Your final grade will be comprised of three components:**
 1. Writing assignments (11) 55%
 2. Final, Full Lab Report (1) 35%
 3. Attendance/Active Participation 10%

Grading Scale

At the time the syllabus was created, a total of 100 points may be earned. Your total number of scored points (which are subject to change) will yield your final grade. The numerical grade translates to the letter grade as follows:

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 SCHEDULE

Date	Topic	Assignments	Due Date
Tuesday, Jan. 20 th	NO CLASS		
Tuesday, Jan. 27 th	Introduction to the course, the scientific method, and writing a research paper	Assignment 1: Structure an APA research report Reading: Read Fabes, et al. (2003) and Howes (1980) by class on <u>Feb. 3rd</u>	Assignment 1: Due by <u>Feb. 2nd, 11:59 pm</u>
Tuesday, Feb. 3 rd	Unit 1: Peer Interactions (PI) Introduction	Assignment 2: PI Introduction & Reference Section	Assignment 2: Due by <u>Feb. 9th, 11:59 pm</u>
Tuesday, Feb. 10 th	Unit 1: PI DCSC observation	Assignment 3: PI Methods Section	Assignment 3: Due by <u>Feb. 16th, 11:59 pm</u>
Tuesday, Feb. 17 th	Unit 1: PI Results	Assignment 4: PI Results & Discussion Section Reading: Read Baron-Cohen, et al. (1985) by class on <u>Feb. 24th</u>	Assignment 4: Due by <u>Feb. 23rd, 11:59 pm</u>
Tuesday, Feb. 24 th	Unit 2: Theory of Mind (ToM) Introduction	Assignment 5: ToM Introduction & Reference Section <i>Peer review</i>	Assignment 5: Due by <u>Mar. 2nd, 11:59 pm</u>
Tuesday, Mar. 3 rd	Unit 2: ToM Experiment at DCSC	Assignment 6: ToM Methods Section <i>Peer review</i>	Assignment 6: Due by <u>Mar. 9th, 11:59 pm</u>
Tuesday, Mar. 10 th	Unit 2: ToM Results	Assignment 7: ToM Results & Discussion Section <i>Peer review</i>	Assignment 7: Due by <u>Mar. 16th, 11:59 pm</u>

Tuesday, Mar. 17 th	Spring Recess		
Tuesday, Mar. 24 th	Peer Review	Assignment 8: Peer review the ToM paper Reading: Read Zelazo (2006) by class on <u>Mar. 31st</u>	Assignment 8: Due by <u>Mar. 30th, 11:59 pm</u>
Tuesday, Mar. 31 st	Unit 4: Executive Function (EF) Introduction	Assignment 9: EF Introduction & Reference Section	Assignment 9: Due by <u>Apr. 6th, 11:59 pm</u>
Tuesday, Apr. 7 th	Unit 4: EF Experiment at DSCS	Assignment 10: EF Methods Section	Assignment 10: Due by <u>Apr. 13th, 11:59 pm</u>
Tuesday, Apr. 14 th	Unit 4: EF Results	Assignment 11: EF Results & Discussion Section	Assignment 11: Due by <u>Apr. 20th, 11:59 pm</u>
Tuesday, Apr. 21 st	Wrap-up Q & A	Final Paper: Executive Function	Final paper: Due by <u>May. 4th, 11:59 pm</u>
Tuesday, Apr. 28 th	NO CLASS		