

Infant & Child Development Lab
830:332:04 – Spring 2015
T 3:20pm – 6:20pm, Tillett 205*

Instructor: Kim Chaney

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Office: Tillett Hall 629. Thursdays from 2-3pm.

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

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 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 have to 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 learned so far in the course to demonstrate 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 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 that I announce in class or post on the website.

LATE POLICY

Late work will not be accepted unless an extreme circumstance occurs. If an extreme circumstance occurs you must provide a written note from your dean. If you are absent you should submit the assignment to me via email **before the due date.**

CHEATING & PLAGIARISM:

I will not tolerate plagiarism or cheating without exception. 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 routinely check Google, Wikipedia and other popular websites to check for plagiarism. Additionally, I require that your paper be turned in as electronic as well as hard copies so that we can check for plagiarism by matching content to information on the web. 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>.

****All papers will be turned in using "turnitin" to check for plagiarism.**

ABSENCE POLICY:

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.**

If you have an illness, religious observance or unexpected emergency, you can excuse your absence by getting a written note from your dean.

GRADING POLICY

Grades you receive are earned based upon what you turn in. I cannot change your grade to accommodate your need to get into graduate school, retain a scholarship, avoid probation, obtain a job or internship or any other reason. You can hopefully understand how changing one student's grade is unfair to the other students in the class. Requests for grade changes will not be made.

Assignments	50%
Final Paper	25%
Final Cookbook	10%
Attendance & Participation	15%

Assignments: There are 10 assignments. The due dates and the number of points vary by assignment (see assignment table). Assignments 2-7 will be completed with a partner.

Each group member should submit a copy of group assignments and each group member will receive the same grade. Assignment 1 and 8-10 will be completed on your own. All assignments will be submitted through the Sakai site.

Peer review: Six of the assignments are peer reviewed. If you are late to or absent from a class in which we complete peer review you will receive a zero for the assignment. You will make written comments and complete a rubric for peer-reviewed papers for another person or group. You will hand in **both** the paper and the rubric. The instructor will adjust grades accordingly and leave additional comments when necessary.

Final lab report: The final report is due on **Thursday, May 7, 2014**. The final lab report and all assignments leading up to it (i.e., assignments 8-10) will be completed **on your own**.

Final Cookbook: Throughout the semester you will complete pages for a statistical "cookbook." The cookbook will provide you the ingredients (IVs, DVs), procedure and interpretation for every statistical test we learn this semester. You will turn in a final cookbook with your final paper. It is due on **Thursday, May 7, 2014**.

Participation: Your participation grade will be made up of two parts: attendance (5 points) and group work (10 points).

Attendance (5 points): The attendance portion of the grade involves being an active participant in class. Points will be deducted here for lateness, failure to come to class or failure to participate in class (e.g., using your cell phone or computer, sleeping).

Group Work (10 points): This class involves working in a group for six assignments comprising 2 research papers. I will ask you to check in with your group members about who is doing what. When you turn in the last part of each paper (i.e., assignment 4 and assignment 7) I will ask you to rate your partner on their involvement in the paper (i.e., assignments 2-4 and 5-7). Your group work grade (10 points) will be based on the ratings your group member(s) assigned for each unit (i.e., 5 for peer interaction & 5 for theory of mind).

Tentative Detailed Schedule of Classes (subject to change)

- Jan 29: Research Methods**
Review syllabus, assignments and expectations
Find your partner(s)
Review sections of an APA research report
Review stats
Assignment 1: structure an APA research report (Due 1/30/2014)
- Feb 5: Infant-Mother Interactions and Peer Interaction**
Prepare for DCSC observation of peer interactions
Assignment 2: PI Method (write with partner in class, due 2/06/2014)
Read Howes (1980) & Fabes et al (2003)
Assignment 3: PI Intro (Due 2/20/2014)
- Feb 12: Douglas Child study Center (DCSC) Observation**
- Feb 19: Data Analysis for Peer Interactions Study**
Correlations in SPSS, Results & Discussion sections in APA Style
Peer Review PI Intro
Read Gopnik & Astington (1988) before next class
Assignment 4: PI Results & Discussion (write with partner, due 2/28/14)
Cookbook: Correlations (due 2/28/14)
- Feb26: NO CLASS**
- Mar 5: Theory of Mind (ToM)**
Introduction to Theory of Mind
Prepare for DCSC experiment with ToM
Find 2 additional, relevant, articles on PsycInfo
Assignment 5: ToM Method (write with partner, due 03/06)
Assignment 6: ToM Introduction & References (write with partner, due 03/13/14)
- Mar 12: DCSC Observation**
- Mar 19: NO CLASS; SPRING BREAK**
- Mar 26: Data Analysis for ToM**
ANOVA in SPSS, reporting ANOVA in APA style
Assignment 7: ToM Results and Discussion Section (write with partner, due 04/03/14)
Cookbook: Independent t test & ANOVA (Due 04/03/2014)
- Apr 2: Executive Functioning (EF) Intro**

Prepare for DCSC EF Study

Assignment 8: EF Method section (write on your own, due 04/10/14)

Assignment 9: EF Introduction & References (write on your own due 04/14/14)

Apr 9: DCSC Observation

Apr 16: Data Analysis for EF Study

Peer Review Assignment 8&9

Repeated Measures ANOVA, reporting RM ANOVA in APA Style

Apr 23: Data Analysis Help Day

Assignment 10: EF Results and Discussion Due (write on your own, due 4/24/14)

Cookbook: Paired t test & Repeated Measures ANOVA (due: 4/29/14)

Apr 30: Final Paper Reviews

Peer Review Results & Discussion

Work on Final Research Report Final Paper due 05/07/14

May 7: Final Papers Due

Assignment Due Dates

#	Unit	Assignment	Due Date	Points	Writing Notes
1		Structure of APA report	1/30/2015 11:55pm	2	Done on your own
2	Peer Interactions	Method	02/06/2015 11:55pm	10	written with a partner
3		Intro & References	02/20/2015 11:55pm	5	written with a partner peer reviewed
4		Results, Discussion & Cookbook pg	02/27/2015 11:55pm	10	written with a partner
5	Theory of Mind	Method	03/06/2015 11:55pm	5	written with a partner - peer reviewed
6		Introduction & References	03/13/2015 11:55pm	10	written with a partner
7		Results, Discussion, & Cookbook pg	04/03/2015 11:55pm	5	written with a partner - peer reviewed (COOKBOOK ALONE)
8	Executive Functioning	Method	04/10/2015 11:55pm	1	Done on your own – peer reviewed (COOKBOOK ALONE)
9		Introduction & References	04/17/2015 11:55pm	1	
10		Results, Discussion & Cookbook pg	04/24/2015 11:55pm	1	
		Full Paper	05/7/2015 11:55pm	25	Done on your own
		Cookbook	5/7/2015 11:55pm		Done on your own
READINGS					
1	Fabes et al. (2003) & Howes (1980)			Thursday 2/19 before class	
2	Baron-Cohen et al. (1985)			Thursday 3/5 before class	
3	Pick 2 articles of your own			Send to me by Friday 3/6 11:55pm	
4	Zelazo (2006)			Thursday 4/9 before class	

**** ALL DATES SUBJECT TO CHANGE**