

## Infant & Child Development Lab

01:830:332:03 – Summer 2015

**TUESDAY 2:00 pm – 5:40 pm**

**THURSDAY 2:00 pm – 5:40 pm**

**Tillett 205**

**Instructor:** Meng Zhang

**Email:** [meng.zhang0904@rutgers.edu](mailto:meng.zhang0904@rutgers.edu)

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

**Office Hours:** By appointment or after class in Tillett 205

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### 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

### **WORKLOADS**

You will be given ample in-class time to work on assignments, quizzes, lab report, and presentation, but some out-of-class work is also expected.

*Assignments:* For each assignment, you will write 1 of the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) about the corresponding unit. All written assignments are submitted through Sakai in word file. Please clearly title your file with your name, the course unit, paper section, and the Assignment number (e.g., “Jack\_PeerIntroduction\_Assignment1.doc”). Your name(s) should be inside the file as well.

*Quizzes:* For each quiz, you will complete either multiple choice, cloze test, or short answer questions about research design, APA style, or specific report section.

*Full Lab Reports:* For the second and third hands-on units, 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. When preparing the lab reports or 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 or lab reports! Submit your lab report in word file.

*Presentation:* You will work with one or two partners for this presentation. You will be able to choose your partners at the start of the semester. This presentation is about describing an empirical study published on specific journals in the area of child development. Your presentation day will be June the 18<sup>th</sup>. You must discuss the possible papers you selected with the instructor before June the 9<sup>th</sup>. Please use this time to learn from each other and to ask for assistance and feedback.

*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; reviewers: Mary).

On Sakai, submit the other person/group's assignment, which should contain your edits and comments. Put your name 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 closely related. 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 lab reports 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 (8) 40%
  2. Quizzes (4) 20%
  3. Full Lab Reports (2) 20%
  4. Presentation (1) 10%
  5. 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 University Apps Server:  
<https://apps.rutgers.edu>
- Rutgers After-hours Escort – 732-932-7211 or use a campus emergency phone (blue light)

## COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>	<b>Due Date</b>
Tuesday, May. 26 <sup>th</sup>	Introduction to the course, the scientific method, and writing a research paper	Quiz 1: Research Design and APA style <b>Reading:</b> Read Fabes, et al. (2003) and Howes (1980) by class on <u>May. 28<sup>th</sup></u>	Quiz 1: Due by <u>May. 27<sup>th</sup>, 11:59 pm</u>
Thursday, May. 28 <sup>th</sup>	<b>Unit 1:</b> Peer Interactions (PI) Introduction	Assignment 1: PI Introduction & Reference Section	Assignment 1: Due by <u>Jun. 1<sup>st</sup>, 11:59 pm</u>
Tuesday, Jun. 2 <sup>nd</sup>	<b>Unit 1:</b> PI DCSC observation	Quiz 2: PI Methods Section	Quiz 2: Due by <u>Jun. 3<sup>rd</sup>, 11:59 pm</u>
Thursday, Jun. 4 <sup>th</sup>	<b>Unit 1:</b> PI Results	Assignment 2: PI Results & Discussion Section <b>Reading:</b> Read Baron-Cohen, et al. (1985) by class on <u>Jun. 9<sup>th</sup></u>	Assignment 2: Due by <u>Jun. 8<sup>th</sup>, 11:59 pm</u>
Tuesday, Jun. 9 <sup>th</sup>	<b>Unit 2:</b> Theory of Mind (ToM) Introduction	Quiz 3: ToM Introduction & Reference Section	Quiz 3: Due by <u>Jun. 10<sup>th</sup>, 11:59 pm</u>
Thursday, Jun. 11 <sup>th</sup>	<b>Unit 2:</b> ToM Experiment at DCSC	Assignment 3: ToM Methods Section	Assignment 3: Due by <u>Jun. 15<sup>th</sup>, 11:59 pm</u>
Tuesday, Jun. 16 <sup>th</sup>	<b>Unit 2:</b> ToM Results	Quiz 4: ToM Results & Discussion Section	Quiz 4: Due by <u>Jun. 17<sup>th</sup>, 11:59 pm</u>
Thursday, Jun. 18 <sup>th</sup>	<b>Presentation</b> Peer Review	Assignment 4: Full Lab Report on ToM Assignment 5: Peer Review on ToM paper <b>Reading:</b> Read Zelazo (2006) by class on <u>Jun 23<sup>rd</sup></u>	Assignment 4: Due by <u>Jun. 20<sup>th</sup>, 11:59 pm</u> Assignment 5: Due by <u>Jun. 22<sup>nd</sup>, 11:59 pm</u>

Tuesday, Jun. 23 <sup>rd</sup>	<b>Unit 4:</b> Executive Function (EF) Introduction	Assignment 6: EF Introduction & Reference Section	Assignment 6: Due by <u>Jun.</u> <u>24<sup>th</sup>, 11:59 pm</u>
Thursday, Jun. 25 <sup>th</sup>	<b>Unit 4:</b> EF Experiment at DSCS	Assignment 7: EF Methods Section	Assignment 7: Due by <u>Jun.</u> <u>29<sup>th</sup>, 11:59 pm</u>
Tuesday, Jun. 30 <sup>th</sup>	<b>Unit 4:</b> EF Results	Assignment 8: EF Results & Discussion Section	Assignment 8: Due by <u>Jul. 1<sup>st</sup>,</u> <u>11:59 pm</u>
Thursday, Jul. 2 <sup>nd</sup>	Wrap-up Q & A	Full Lab Report on EF	Final paper: Due by <u>Jul. 7<sup>th</sup>, 11:59</u> <u>pm</u>