

830:332:H2:01070 - Infant & Child Development Lab

Classroom Location: Tillett 205*

Summer 2015 | Tues, Thurs 2:00 pm– 5:40 pm

Instructor: Analia Albuja

Email: analia.albuja@rutgers.edu

Office: 435 Tillett Hall

Office Hours: After class, by appointment

* Additional Research Location: Douglass Child Study Center (DCSC)

Description:

This course is designed to help you develop the knowledge and skills necessary to engage in research as a scientist by integrating several aspects of your current academic career: research methodology, statistics, and specific knowledge about a psychological topic. This course will give you a general overview of how to conduct research in general and with infant and child participants in particular. In the process, you will become acquainted with methodology for both experimental and observational research by conducting three studies.

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**

The SAS Core Writing and Communication Goals:

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, upon successful completion of this course, students will be able to:

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

Course Website and Materials:

All course materials, including all slides, assignments, special notices, and the most up-to-date syllabus, will be made available through Sakai. Please check the website frequently for any announcements regarding syllabus or assignment changes, class cancellations, etc. It is each



student's responsibility to remain current with all postings on the website.

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.

The use of cell phones or internet for non-academic purposes is prohibited. If this becomes a problem, points will be deducted from your participation grade.

Attendance Policies:

This course is designed to place the student in the role of a research scientist studying psychology and builds significantly on work completed in previous sessions. Therefore, **attendance is required**. In all cases, absences must be justified with written documentation from a doctor or the Dean's office.

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 30 minutes late.** Additionally, a penalty of one point per day will be administered for late assignments unless we have made special arrangements *in advance*.

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

Assignments:

You will write the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) for each of the three units during this course. For the third and final unit, you will be asked to submit a completed APA style research report to demonstrate your ability to incorporate everything that you have learned throughout the semester into a final, highly polished paper. You will be given ample in-class time to work on assignments, but also expect there to be out of class work, especially toward the end of the semester.

- **Collaborative Work:** You will work with a partner for the first and second (primary) units. For those assignments completed with a partner, the two 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 third 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 please do not share your written work with other students.

- **Submission Guidelines:** All written assignments are submitted through Sakai. Please clearly title your file with your last name(s) as well as the course unit and paper section (e.g., "Albuja_peerinteraction_method.doc").

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! You should not use more than 10 first person pronouns (i.e., "I" or "we") in each paper.

Peer Review:

The peer review process is consistently utilized throughout this course. 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 a paragraph summarizing the edits and suggestions you and your partner made while peer reviewing. This paragraph will also be submitted on Sakai.

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>. 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.

Evaluation:

- Evaluation of your work is based on the content as well as APA format.
- A penalty of one point per day will be administered for late assignments unless we have made special arrangements *in advance*.
- 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**.
- **Grading:** Your final grade will be comprised of three components:

1. Attendance/ Active Participation	15%
2. Writing Assignments	50%
3. Final, Full Lab Report	35%
- The grading scale is as follows:

A = 90% or above	B = 80-84%	C = 70-74%	F = 59% or below
B+ = 85-89%	C+ = 75-79%	D = 60-69%	
- Extra Credit: On the first day of class, graduate student researchers will make an announcement about the possibility of research participation. Participation in the studies announced will result in extra credit points toward your grade in this course. One extra credit points will be awarded for the study you can participate in.

Students with Disabilities:

Any student who feels he or she needs accommodation for a physical or learning disability should contact the Office of Disability Services (151 College Ave, Suite 123; phone 732-932-2848) and read more about Rutgers' policy at <http://disability/services.rutgers.edu> .

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)

Tentative Weekly Schedule for Infant and Child Development Lab

SCHEDULE SUBJECT TO REVISION

Tues

- 7/7:** Introduction to Course and the Scientific Method
Topics: Overview of syllabus, class assignments, and expectations
Assignment 1: Structure of an APA research report (due end of class 7/7)

--- UNIT 1: Preschool Peer Interactions ---

Thurs

- 7/9:** Infant-mother interactions and peer interactions
Topics: Correlational studies; SPSS; Determining hypotheses; Preparation for DCSC observation of peer interactions
 Read Howes (1980) & Fagot, Leinbach, & Hagain (1986)
Assignment 2: Write PI Methods (written with partner in class; due Sunday 7/12, 11:55 pm)

Tues

- 7/14:** DCSC observation of peer interactions
 Review the "DCSC Rules of Conduct" (Sakai: Resources: DCSC Visits) and **bring your coding sheets to class**
Assignment 3: Write PI Introduction & References (written with partner outside of class; due Wednesday, 7/15, 11:55 pm)

Thurs

- 7/16:** Peer interaction data analysis
Topics: Peer interactions in preschoolers; Correlations in SPSS; Writing Results and Discussion Sections in APA style
 Read Gopnik & Astington (1988) before next class
Assignment 4: Write PI Results & Discussion (written with partner in class; due Sunday 7/19, 11:55 pm)

--- UNIT 2: Theory of Mind ---

Tues

- 7/21:** Pretend play and theory of mind
Topics: PsychINFO; Prepare DCSC experiment on preschoolers' theory of mind
 Find 2 additional, relevant, articles on PsychInfo
Assignment 5: Write ToM Methods (written with partner in class & peer edited; due Wed, 7/22, 11:55 pm)

Thurs**7/23:** DCSC experiment on theory of mind*Assignment 6:* Write ToM Introduction & References (written with partner outside of class; due Sunday 7/26, 11:55 pm)**Tues****7/28:** Theory of mind data analysis*Topics:* Theory of mind in preschoolers, ANOVA; reporting ANOVA in APA style*Assignment 7:* Write ToM Results & Discussion (written with partner & peer edited; due Wed 7/29; 11:55 pm)**---UNIT 3: Contagion and Contamination Theories---****Thurs****7/30:** Contagion and Contamination*Topics:* Intro to contagion and contamination theories; Prepare DCSC experiment
Read assigned articles (Kalish, 1996, one from list, one you found on your own)*Assignment 8:* Write CCT Methods (written individually in class; due Sunday 8/2, 11:55 pm)**Tues****8/4:** DCSC experiment on contagion and contamination*Assignment 9:* Write CCT Introduction & References (written individually in class; due Wed 8/5, 11:55 pm)**Thurs****8/6:** Contagion and Contamination data analysis*Topics:* Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style; guidelines for final report

Peer review intro, methods, & references

Assignment 10: Write CCT Results & Discussion (written individually in class & peer edited; due Sunday 8/9, 11:55 pm)**Tues****8/11/15:** Wrap-up, review, and final questions.*Final paper due 8/11/15 by 11:55 pm.*

Overview of Assignment Due Dates and Points

****SUBJECT TO REVISIONS****

#	Unit	Assignment	Due Date	Points	Writing Notes
1		Research Design	Tues, July 7, end of class	5	written in class with partner
2	Peer Interactions	Methods	Sunday, July 12	10	written with partner in class
3		Introduction & References	Wednesday, July 15	10	written with partner outside of class
4		Results & Discussion	Sunday, July 19	10	written with partner in class
5	Theory of Mind	Methods	Wednesday, July 22	10	written with partner and peer reviewed in class
6		Introduction & References	Sunday, July 26	10	written out of class with your partner
7		Results & Discussion	Wednesday, July 29	10	written with partner and peer reviewed in class
8	Contagion and Contamination Theories	Methods	Sunday, August 2	10	written in class individually, peer reviewed in class
9		Introduction & References	Wednesday, August 5	10	
10		Results & Discussion	Sunday, August 9	10	
12		Full Paper	Tuesday, August 11	35	finish out of class individually
		Participation		15	