

Infant & Child Development Lab
Spring 2016
Thursday 3:20pm – 6:20pm, Tillet 205

Instructor:

Shuqi Yang

Email: shuqi.yang@rutgers.edu

When you email me, please add “Infant & Child development lab” in the title.

Office: Psychology building Room 110.

Office Hours: By appointment or after class in Tillet 205 (our lab classroom).

Learning 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, 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 Objectives

This class aims to acquaint students with scientific research in the field of child 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 of the course

Throughout the course, students should adopt a scientist’s approach to research experiences. The course is designed around three primary units and three corresponding hands-on studies in child development to be conducted at the Douglass Child Study Center (DCSC) located in Douglass Campus. Therefore, this course requires 3 visits to the DCSC during the session/semester. *Students are responsible for their own transportation to the DCSC and **timely attendance is 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 American Psychological Association (APA) report-writing skills and give the student increasing autonomy to use these skills in their writing.

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 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 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 two units**. You will be able to choose your partner for the first unit. New partnerships will be assigned for the second unit, so that you will have the opportunity to work with at least two different individuals. 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 name(s) as well as the course unit and paper section and the Assignment number (e.g., “Jack&Jill_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 (out of 2 possible points) 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 Word’s Tracked Changes feature. In addition, make at least 2 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*.
3. On Sakai, submit the other person/ group’s assignment, which should now have your edits and comments on it. 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.

Attendance

Attendance is mandatory 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 unexcused absences. If you arrive more than 20 minutes after class has begun, this will also be counted as an unexcused absence.

- One unexcused absence will deduct 5 scores 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.** Basically, come to class.
- Please keep in mind that most 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 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.
- I will not be able to offer make-up classes. If there is a date you know you absolutely will not be able to attend, please notify me well 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 and Course 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 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 (10) 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)

Weekly Schedule for Infant and Child Development Lab

[Spring 2016: Shuqi Yang]

SCHEDULE SUBJECT TO REVISION

Date	Subjects	Assignments:	Assignments Due:
Thursday, Jan 28 th	Introduction to course, the Scientific Method	Assignment 1: Structure an APA Research report (5 points) Important: Read Fabes et al. (2003) and Howes (1980)	Assignment 1: due by the end of the class on Thursday, Jan 28th
Thursday Feb 4 th	Infant-mother interactions and peer interactions <i>Introductions & Methods</i>	Assignment 2: PI Methods Section (10 points)	Assignment 2: due by Wednesday, Feb 10th 11:59PM
Thursday Feb 11th	DCSC observation of peer interaction	Assignment 3: PI Introduction (2 points) Peer review only	Assignment 3: Due by Wednesday, Feb 17th, 11:59P.M
Thursday Feb 18 th	Peer interaction intro & data analysis	Assignment 4: PI results section & References section (10 points) Important: Read Baron-Cohen et al. (1985)	Assignment 4: Due by Wednesday, Feb 24th 11:59 P.M
Thursday Feb 25 th	Theory of Mind <i>Introduction & Methods</i>	Assignment 5: Theory of Mind Method Section (2 points) peer review only	Assignment 5: Due by Wednesday, Mar 2nd 11:59 P.M
Thursday Mar 3 rd	DCSC experiment on Theory of Mind	Assignment 6: Theory of Mind Introduction & Reference Section (10 points)	Assignment 6: Due by Wednesday, Mar 9th 11:59 P.M

Thursday Mar 10 th	Theory of Mind <i>Results</i>	Assignment 7: Theory of Mind Results & Discussion Section (10 points) Important: Read Zelazo (2006)	Assignment 7: Due by Wednesday, Mar 16th 11:59 P.M
Thursday, Mar 17 th	Nonverbal Arithmetic <i>Introductions & Experiment Design</i>	Assignment 8: NA Method Section (2 points) peer review only	Assignment 8: Due by Wednesday, Mar 23rd 11:59 P.M
Thursday, Mar 24 th	Spring break (no class)		
Thursday, Mar 31 st	DCSC experiment on Nonverbal Arithmetic	Assignment 9: NA Introduction & References Sections (2 points) peer review only	Assignment 9: Due by Wednesday, April 6th 11:59 P.M
Thursday, April 7 th	Nonverbal Arithmetic <i>Result</i>	Assignment 10: NA Results & Discussion Sections (2 points) peer review only	Assignment 10: Due by Wednesday, April 13th 11:59 P.M
Thursday, April 14 th	Finishing up Final paper	Assignment 11: Nonverbal Arithmetic Final paper (35 points)	Assignment 11: Due by on Wednesday, April 20th
Thursday, April 21 st	An extra day (tbd)		

