

Infant & Child Development Lab
830:332:04, Spring 2016
Thursdays, 8:40 am to 11:40 am
Livingston Campus, Tillett, Room 205

Instructor: Kiara Wesley

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Office Hour: *By appointment only* - Busch Campus,
Psychology, Room 319

Course Objectives

The aim of this course is to acquaint students with scientific research within the context 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

SAS Core Goal Statement for Psychology Lab Course

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 synthesize information and ideas from multiple sources to generate new insights



Structure of the Course

This course is designed to place the student in the role of a research scientist studying psychology. The semester is built 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 throughout the semester. Students are responsible for their own transportation to the DCSC and **timely attendance** is crucial!

The three studies associated with the course units progress from simpler to more complex research designs and statistical analyses.

Mirroring the progressive structure of the course content, the assignments build American Psychological Association (APA) report-writing skills and require increasingly independent use of these skills in your 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 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., "Wesley_execfunc_method.doc").

Please use Microsoft Word to complete written assignments, as it is often difficult to access, open, and edit documents in other word processing programs.

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

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 your comments are based on these standards. Each peer-reviewed assignment should include a brief 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>

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.**

- In all cases, if you are absent or need to leave class early, this must be justified with written documentation in order to be considered excused.
- One unexcused absence results in an official warning; Two unexcused absences results in an automatic final grade deduction of one full letter grade; Three or more unexcused absences results in an automatic final grade of F.

- **Grading:**

Your final grade will be comprised of three components for a total of **100 points**:

1. Attendance/ Participation (10 points)
2. Writing Assignments (55 points)
3. Final, Full Lab Report (35 points)

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: Call 732-932-7211 or use a campus emergency phone (indicated with blue light)

[Please see next page for the schedule of classes!]

Weekly Schedule for Spring 2016
SCHEDULE SUBJECT TO REVISION

1/28/16: Introduction to Course and the Scientific Method
Topics: Overview of syllabus, class assignments, and expectations

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

2/4/16: Infant-mother interactions and peer interactions
Topics: Correlational studies; SPSS; Determining hypotheses; Preparation for DCSC observation of peer interactions

2/11/16: *DCSC observation of peer interactions*

2/18/16: Peer interaction data analysis
Topics: Peer interactions in preschoolers; Correlations in SPSS; Writing Results and Discussion Sections in APA style

2/25/16: Wrap up of peer interaction unit

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

3/3/16: Pretend play and theory of mind
Topics: PsychINFO; Prepare DCSC experiment on preschoolers' theory of mind

3/10/16: *DCSC experiment on theory of mind "unexpected contents"*

3/17/16: SPRING BREAK – NO CLASS

3/24/16: Theory of mind data analysis
Topics: Theory of mind in preschoolers, ANOVA; reporting ANOVA in APA style

--- UNIT 3: Executive Functioning ---

3/31/16: Executive functioning
Topics: Intro to executive functioning in children; Prepare DCSC experiment (Card Sorting Task and Variation on Card Sorting Task)

4/7/16: *DCSC experiment on executive functioning*

4/14/16: Executive functioning data analysis

Topics: Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style

4/21/16: Executive functioning data analysis (continued)

Topics: Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style

--- **What Remains** ---

4/28/16: Wrap-up

FINAL PAPER 5/4/16: Final paper due by 11:59 pm on Sakai
(No e-mail submissions!)

[Please see next page for assignment point values!]

*Overview of Assignment Due Dates and Point Values (*Subject to change*)*

[Assignments shaded in orange are in-class assignments]

#	Unit	Assignment	Due Date	Points
1		Research Design	Thursday, January 28 (by end of class)	10
2	Peer Interactions	Method [graded by instructor]	Thursday, February 4 (by end of class)	5
3		Results & Discussion [graded by instructor]	Thursday, February 18 (by end of class)	5
4		Introduction [graded by instructor]	Thursday, February 25 (by end of class)	5
5	Theory of Mind	Method [peer reviewed]	Thursday, March 3 (by end of class)	5
6		Introduction [graded by instructor]	Thursday, March 24 (by start of class)	5
7		Results & Discussion [peer reviewed & graded by instructor]	Thursday, March 24 (by end of class)	5
8	Executive Functioning	Method [peer reviewed]	Thursday, March 31 (by end of class)	5
9		Introduction [peer reviewed]	Thursday, April 7 (by start of class)	5
10		Results & Discussion [peer reviewed]	Thursday, April 21 (by end of class)	5
		Optional: Rough Draft of EF final paper [instructor comments]	Thursday, April 28 (by start of class)	--
11		EF Full Final Paper	Wednesday, May 4 (by 11:59 pm on Sakai)	35
12		Participation/Attendance		10
Total				100