

Infant & Child Development Lab (830:332:H2)
Tues/Thurs 2:00pm - 5:40pm | Tillett 205
Summer 2016

Instructor: Janna Kline

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Office: Tillett 639

Office Hours: After class and by appointment

Meeting Times: Tues/Thurs 2:00pm-5:40pm

Classroom Location: Tillett 205

Additional Research Location: Douglass Child Study Center (DCSC)

Course Description

This course is designed to help students develop the knowledge and skills necessary to engage in research as a scientist. This course will integrate several imperative aspects of psychological science: research methodology, statistics, and the specific application to a psychological topic, in this case, infant and child processes and development. Students will learn to design studies, collect, code, analyze, and interpret data, as well as present and write research results in a professional format.

Course Objectives

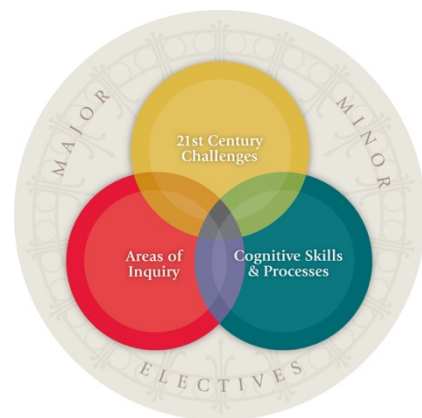
Upon successful completion of this course, students will:

- Demonstrate a basic understanding of psychological research methods and study design
- Collect and code data from a real-world daycare setting
- Utilize basic statistics and statistical software (SPSS) to analyze and interpret data
- Demonstrate an understanding of APA-style and structure
- Write, peer-review, and revise an APA-style empirical paper

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. Students will be able to:

- Respond effectively to editorial feedback from peers, instructors, &/or supervisors through successive drafts & 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 generate new insights.



Course Structure

This course is comprised of four main units and three hands-on research studies to be conducted at the Douglass Child Study Center (DCSC) located on Douglass Campus. This includes three visits to the DCSC. **Students are responsible for their own transportation to the DCSC and timely attendance is required.**

- ❑ UNIT 1: Introduction [Research Methods]
- ❑ UNIT 2: Peer Interactions [Correlational Research]
- ❑ UNIT 3: Theory of Mind [ANOVA]
- ❑ UNIT 4: Contamination and Contagion [Repeated Measures ANOVA]

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. The course will culminate with **students producing an entire APA style research report.**

Grading

Grades in this course are earned and will be a direct reflection of the amount of time, engagement, and effort put into this course.

The breakdown of grades is as follows:

Attendance	5%
Peer Review	15%
Assignments	50%
Final Paper	30%

Grading Scale

A	90% or above
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	59% or below

Attendance (5%): The attendance portion of the grade involves not only being present but being an active and engaged participant in class. Attendance is mandatory. As each class builds on work complete in previous sessions, attending every class is essential for a comprehensive learning process and experience. One unexcused absence results in an official warning and loss of daily credit. Two unexcused absences result in an automatic one letter grade reduction in your final grade. Three unexcused absences will result in a final grade of F. Arriving to class more than 30 minutes late counts as an unexcused absence. If there are extreme circumstances that warrant a verified excused absence from the Dean's office, please contact me.

Peer Review (15%): An integral part of scientific culture is getting feedback from peers. To that end, there are many assignments that will be peer reviewed by one another. You will make written comments and complete a rubric for peer reviewed papers for another student. You will hand in both the paper and the rubric. The depth and clarity of your comments and edits will be rated in terms of effort and alignment with the standards of APA style and the rubric. If you are late to or absent from a class in which we complete peer review you will receive a zero for the assignment.

Assignments (50%): Most assignments include writing and revising sections of three different APA style papers. Most assignments will be done in the lab during class hours, and students are encouraged to use this time to discuss and learn from each other, as well as ask for my help. Assignments will be submitted independently through Sakai under the Assignments tab. Details of each assignment will be discussed in class.

Final Paper (30%): Your final paper will be a complete APA style research paper.

ASSIGNMENT	DUE DATE	TIME
Unit 1: Research Methods		
Assignment 1: Structure of an APA research report	Wed 7/13	11:59pm
Unit 2: Peer Interactions		
Readings: Howes (1980) & Fabes et al (2003)	Thurs 7/14	Before Class
Assignment 2: PI Methods Parts 1 and 2	Sun 7/17	11:59pm
Assignment 3: PI Methods Part 3	Wed 7/20	11:59pm
Assignment 4: PI Results Section and Revised Methods	Sun 7/24	11:59pm
Unit 3: Theory of Mind		
Readings: Gopnik & Astington (1988)	Tues 7/26	Before Class
Assignment 5: ToM Methods	Wed 7/27	11:59pm
Assignment 6: ToM Introduction and References	Sun 7/31	11:59pm
Assignment 7: ToM Discussion and Revised Intro & Methods	Wed 8/3	11:59pm
Unit 4: Contamination and Contagion		
Assignment 8: CCT Methods	Sun 8/7	11:59pm
Readings: Kalish (1996)	Tues 8/9	Before Class
Assignment 9: CCT Introduction and References	Wed 8/10	11:59pm
Assignment 10: CCT Results & Discussion Sections	Sun 8/14	11:59pm
Assignment 11: Final Paper (30% of final grade)	Tues 8/16	11:59pm

Class Etiquette

This class aims to foster a mutually respectful and supportive learning environment. Please stay off your cell phone during class. Please come to class on time and wait until class is over to start packing up. I promise to be present and committed to each of you for the duration of the class, and I expect the same respect and attention from you as well. Inappropriate, disruptive, or disrespectful behavior is not acceptable.

Academic Integrity

By participating in this course, you are responsible and required to uphold the principles of academic integrity. I will not tolerate plagiarism or cheating. To that end, improper citations may count as plagiarism regardless of your intention. You may consult outside sources (e.g., journal articles, books, internet) and other students when completing assignments provided that you appropriately cite them in your writing (i.e., provide complete and appropriate references and referencing notation). 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. You may not reference published research without a proper citation. For more information on the Rutgers Academic Integrity Policy, visit <http://academicintegrity.rutgers.edu>. If you have any questions about what is considered plagiarism, please ask me.

Students with Disabilities

Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu>.

Course Schedule (subject to revisions)

UNIT 1: Introduction

- Tues 7/12 Day 1: Introduction
In class:
- Overview of syllabus, class assignments, and expectations
 - Scientific method
 - Designing an experiment
 - APA style research report
- Assignment 1:** Structure of an APA research report (Due 7/13 by 11:59pm)
Readings: Read Howes (1980) and Fabes et al (2003) before next class (Due 7/14)

UNIT 2: Preschool Peer Interactions

- Thurs 7/14 Day 2: Infant-mother interactions and peer interactions
In class:
- Preparation for DCSC observation
 - Correlational research
 - Scientific writing
 - Developing hypotheses
- Assignment 2:** Write PI Methods Part 1 and 2: Participants and Materials (Due Sun 7/17 by 11:59pm)

- Tues 7/19 **Day 3: DCSC Observation**
Review the “DCSC Rules of Conduct” (Sakai → Resources → DCSC Visits) and bring your coding sheets
Assignment 3: Write PI Methods Part 3: Procedure (Due Wed 7/20 by 11:59pm)

- Thurs 7/21 Day 4: Peer Interaction Data Analysis
In class:
- Peer Review Methods
 - Interaction in preschoolers
 - Correlations in SPSS
 - Writing Results
- Assignment 4:** Results Section and Revised Methods (Due Sun 7/24 by 11:59pm)
Readings: Read Gopnik and Astington (1988) before next class (Due 7/26)

UNIT 3: Theory of Mind (ToM)

- Tues 7/26 Day 5: Introduction to Theory of Mind
In class:
- Introduction to Theory of Mind
 - PsycINFO

- Find additional relevant articles on PsycINFO
- Preparation for DCSC experiment

Assignment 5: Write ToM Methods (Due Sun 7/27 by 11:59pm)

Thurs 7/28 Day 6: DCSC Experiment on Theory of Mind

Assignment 6: Write ToM Introduction and References (Details on Sakai; Due Sun 7/31 by 11:59pm)

Tues 8/2 Day 7: Theory of Mind Data Analysis

In class:

- Peer Review
- Theory of Mind in preschoolers
- ANOVA
- Results and Discussion

Assignment 7: Revised Introduction, References and Method, plus Discussion Section (Due Wed 8/3 by 11:59pm)

UNIT 4: Contagion and Contamination Theories

Thurs 8/4 Day 8: Contagion and Contamination

In class:

- Intro to contagion and contamination theories
- Prepare for DCSC experiment

Assignment 8: Write CCT Methods (Due Sunday 8/7 by 11:59pm)

Readings: Kalish (1996) before next class (Due 8/9)

Tues 8/9 Day 9: DCSC Experiment on Contagion & Contamination

Assignment 9: Write CCT Introduction & References (Due Wed 8/10 by 11:59pm)

Thurs 8/11 Day 10: Contagion and Contamination Data Analysis

In class:

- Peer Review Methods, Intro, and References
- Contagion and Contamination in preschoolers
- Repeated measures ANOVA
- Guidelines for final report

Assignment 10: Write CCT Results & Discussion (Due Sun 8/14 by 11:59pm)

Tues 8/16 Day 11: Wrap up

In class:

- Peer Review, Questions, Final Paper

Assignment 11: Final CCT Paper includes Abstract, Intro, Methods, Results, Discussion, and References (Due Wed 8/17 by 11:59pm)