

**Infant & Child Development Lab**  
**830:332:B1 – Summer 2017**  
**Tuesday/Thursday 9:00am – 12:40pm**  
**Tillett 205 (Livingston Campus)**

**Professor:** Dr. Sara Manuel

**Email:** [sara.manuel@rutgers.edu](mailto:sara.manuel@rutgers.edu) (write “ICD Lab” in subject line)

**Office Hours:** Tuesdays, 1:00-2:00pm, or by appointment

**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 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.

You will have to write components of research reports throughout the course, culminating in a final research paper. Most of your assignments will be done in the lab. Please use this time to learn from each other and to ask for my help too. For the first unit, you will work with partners. For the second, you will work alone. For the third unit 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.

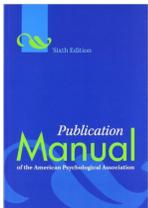
### **Course Website**

If you are properly registered for the course, you have access to the course website through Sakai. There you will find copies of lectures, assignment instructions, and other related materials.

You are responsible for all the information contained in this syllabus and for all changes to the syllabus that I announce in class or post on Sakai. It is important to note that the syllabus is subject to change, so please consistently check the syllabus on Sakai so that you are aware of these changes. The schedule of class topics and/or assignments is subject to change as necessary. Changes will be made known via emails, Sakai announcements, and/or lectures slides. You are responsible to check these resources.

### **Required Readings**

There is **no** required textbook for this course; however, I encourage you to obtain a copy of the APA style guide: Publication Manual of the American Psychological Association (6<sup>th</sup> Edition). APA. ISBN-13: 978-1433805615.



Additional readings posted on the schedule will be available on the course site. All readings should be completed prior to the assigned class day. You should come to class prepared to discuss the readings.

### **Assignments**

You will write the 4 main contributing sections of an APA style research report (introduction, methods, results, discussion) during this course. At the end of the 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.

- All written assignments are submitted through Sakai. Please clearly title your file with your first and last initials and upload as a .doc or .docx. (e.g., PI\_Method\_MC&JH.doc)
- All submitted assignments should be written in Times New Roman 12 point font and double spaced.
- Evaluation of your work is based on the content as well as the APA format. When preparing the assignments, please review the appropriate standards and check your work to make sure it complies. The standards should be a constant point of reference for you to determine whether you are on track to acquiring and using the psychology writing skills that are a crucial part of this course.
- A penalty of one point per day late is assessed for overdue assignments unless special

arrangements are made *in advance*. Assignments past 3 days of the due date will **NOT** be accepted.

- Academic integrity: By participating in this course you will be accepting the principles defining academic integrity. Please familiarize yourselves with Rutgers' Policy on Academic Integrity: <http://teachx.rutgers.edu/integrity/policy.html>

### **Attendance & Participation**

**Attendance is required** at all lab meetings. 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. Unless otherwise noted, absences will require that you provide written documentation from the Dean's office.

- As the class is designed to give you experience with methodology in the field, **your presence at all lab meetings is mandatory**. In all cases, an absence must be justified with written documentation from the Dean's office.
- One unexcused absence will deduct 1 point on participation scores.
- *Missing* two or more unexcused classes will result in an automatic "F" for the course. Basically, come to class.
- Please be *on time*. **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 any contribution to our data collection and analysis, and if you miss lab the week after the preschool, you will not know how to write the results.
- 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 absence 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.
- **Listening to the lecture attentively** is everyone's responsibility! It will also be consistently noted and factored into your participation grades.

### **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. Grades will not be "curved"—in other words, everyone in the class could get an A, or everyone could get a C. Your success in the class does not affect anyone else's and vice versa. You will get the grade that you and you alone, earn in this course.

**Your final grade will be comprised of four components:**

<u>Assignment</u>	<u>Value</u>
In-Class Assignments (ICA)	50 points
Writing Assignments (WA)	20 points
Final Paper (FP)	25 points
Attendance/ Participation	5 points
<b>Total</b>	<b>100 points</b>

Final grades are based on the total number of points earned in accordance with the grading scale below, no exceptions. **There is absolutely no end-of-semester negotiation period where students can plea and barter for a better grade in the class.** If you are dissatisfied with your performance in the class, discuss the situation with the professor early— don't wait until it's too late to bring up your grade.

Grading Scale

The numerical grade translates to the letter grade as follows:

A	= 90% or above
B+	= 85-89.9%
B	= 80-84.9%
C+	= 75-79.9%
C	= 70-74.9%
D	= 60-69.9%
F	= 59.9% or below

Plagiarism

Since what counts as plagiarism is not always clear, I have provided the definition given in Rutgers' policy: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

Additionally, I require that your assignments be turned in as electronic copies so that I can check for plagiarism by matching content to information on the web. Any student who plagiarizes will, *at the very least*, receive a failing grade for the course. More severe consequences (e.g.,

expulsion) are also possible. More about academic integrity can be found at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

### 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)
- Just In Case Web App: <http://codu.co/cee05e>
  - Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.
- Counseling, ADAP & Psychiatric Services (CAPS): (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)
  - CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- Violence Prevention & Victim Assistance (VPVA): (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)
  - The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- Disability Services: (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>
  - Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.
- Scarlet Listeners: (732) 247-5555 / <http://www.scarletlisteners.com/>
  - Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

## **Weekly Schedule for Infant and Child Development Lab**

**\*SCHEDULE SUBJECT TO REVISION\***

### **Basics**

- 5/30 (T) Introduction to course, the scientific method
- Overview of syllabus, class assignments, and expectations
  - Goals and techniques of science; research design; ethics; APA style

### **UNIT 1: Preschool Peer Interactions**

- 6/1 (Th) Peer Interactions
- Correlational studies; writing methods
  - Preparation for DCSC observation of peer interactions; determining hypotheses
- 6/6 (T) DCSC observation of Peer Interaction
- 6/8 (Th) Peer interaction results
- Data analysis in SPSS

### **UNIT 2: Theory of Mind**

- 6/13 (T) Theory of Mind
- Introduction to ToM
  - Prepare DCSC experiment on preschoolers' ToM
  - PsycINFO
- 6/15 (Th) DCSC experiment on Theory of Mind
- 6/20 (T) ToM data analysis; introduction peer review; writing results

### **UNIT 3: Executive Function**

- 6/22 (Th) Executive Function
- Introduction to EF and experiment design
  - Prepare DCSC experiment; review of statistics
- 6/27 (T) DCSC experiment on EF
- 6/29 (Th) EF data analysis; writing introduction, results & discussion
- Review APA style for research reports; guidelines for final report
- 7/6 (Th) Finishing up—Final paper due

<b>Due Date</b>	<b>Assignment</b>	<b>Assigned Reading</b>
5/30 (T) by 12:40pm	Structure of an APA Research Report (ICA #1)	
<b>Unit 1: Peer Interaction (PI)</b>		
6/1 (Th) by 12:40pm	PI Method (ICA #2)	Rothstein-Fisch & Howes (1988) and Howes (1980)
6/6 (T)		
6/8 (Th) by 12:40pm	PI Results (ICA#3)	Fabes et al. (2003)
<b>Unit 2: Theory of Mind (ToM)</b>		
6/13 (T) by 12:40pm	ToM Method (ICA #4); Choose 2 relevant articles from Psychinfo	Baron-Cohen et al. (1985) and Saffran et al. (1996)
6/15 (Th) by 11:59pm	ToM Introduction & References (WA #1)	
6/20 (T) by 12:40pm	ToM Peer Review (ICA #5), Results (ICA #6)	
<b>Unit 3: Executive Functioning (EF)</b>		
6/22 (Th) by 12:40pm	EF Method (ICA #7); Choose 2 relevant articles from Psychinfo	Zelazo (2006)
6/27 (T) by 11:59pm	EF Introduction & References (WA #2)	
6/29 (Th) by 12:40pm	EF Peer Review (ICA #8) & Results (ICA #9), & Discussion Outline (ICA #10)	
7/4 (T)	NO CLASS	
7/6 (Th) by 11:59pm	ToM or EF Final Paper (FP)	