

**Infant & Child Development Lab**  
**830:332:05 - Spring 2018**  
**Th 3:20 – 6:20pm, Tillett 205**

**Instructor:** Benjamin Billingsley

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**Office:** Tillett Hall Room 409; Office Hours by Appointment

Course Objectives

This class will acquaint students with scientific research in the field of child psychology, in particular the methods used to design studies, collect, code, analyze, and interpret data, as well as present research results in a professional format.

Structure of the course

Throughout the course, students should adopt a scientist's approach to research experiences. 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 session/semester.

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 partners. 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 too. 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.

Assignments & Course policy

- All written assignments are submitted through sakai. Please clearly title your file with your first name(s) as well as identifying the unit and paper section somehow (e.g., "Ben\_peer\_method.com"). Please include your name(s) at the top of the page when submitting assignments.
- The syllabus may be modified as the course progresses, so please be sure to check Sakai to make sure you have the most up to date syllabus.
- 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. When you are peer-editing someone else's assignment, again refer to these files and make your comments based on these standards. 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.
- Grades are based on the percentage of points your work has earned:
  - A = 90% or above
  - B+ = 85 – 89%
  - C = 70 – 74%
  - D = 60 – 69%

- B = 80 – 84%
- C+ = 75 – 79%
- F = 59% or below
- A penalty of ten points per day late is assessed for overdue assignments unless special arrangements are made *in advance*.
- As the class is designed to give you experience with methodology in the field, and since you will be working with a partner, **your presence at all lab meetings is mandatory**. In all cases, an absence must be justified with written documentation from the Dean's office.
- Note on 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>

### Grading

- All assignments are due at the beginning of the class period
- PI Introduction & Methods: 25 points
- PI Results & Discussion: 25 points
- ToM Introduction & Methods: 25 points
- ToM Results & Discussion: 25 points
- EF Paper: 100 points
- Class Participation and attendance: 50 points

### Attendance & Participation

- Regular attendance is mandatory and vital for this course, especially since the lab only meets once a week for a total eleven times the whole semester, with much to accomplish during this time. Although I understand that Rutgers' transportation is often unreliable, it is your responsibility to account for this ahead of time and arrive on time every week.
- If you miss a class or need to leave early, you must receive an official excuse from the Dean or provide a written doctor's note. Unexcused missed classes or assignments will be given a "0." Please note that 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. In addition, in-class presentations, discussions and tutorials will impart knowledge and skills that cannot be found in the slides/handouts and will affect your ability to understand and do well on current, as well as future assignments.
- Missing more than one class will result in an official warning and a one point reduction in your final grade. Missing three or more classes will result in an automatic "F" for the course.
- If there is a date you know you absolutely will not be able to attend, please notify me at **least one week 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.
- 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.

### **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 Link:**

Purdue Owl (more on APA style): <http://owl.english.purdue.edu/owl/resource/560/01/>

## COURSE SCHEDULE

### BASICS

- 1/25/18 Introduction to course, the scientific method
- 1) Overview of syllabus, class assignments, and expectations
  - 2) Goals and techniques of science; Research design; SRCD ethics; APA style & lab reports
  - **Assignment:** Read Howes (1980); Fagot, Leinbach, & Hagain (1986); Fabes, Martin, & Hanish (2003) before next class
  - **Due:** Nothing

### UNIT 1: Preschool Peer Interactions

- 2/01/18 Infant-mother interactions and peer interactions
- 1) Correlational studies; Infant-mother interactions; Prepare DCSC observation of peer interactions; Determining hypotheses
  - 2) Writing Introduction, Methods, & References
  - **Assignment:** Write PI Intro & Methods with partner in class
  - **Due:** Howes (1980); Fagot, Leinbach, & Hagain (1986); Fabes, Martin, & Hanish (2003)
- 2/08/18 DCSC observation of peer interaction
- **Assignment:** Work on PI Intro & Methods
  - **Due:** Nothing
- 2/15/18 Peer interaction intro & data analysis
- 1) Peer interactions in preschoolers;
  - 2) Correlations in SPSS
  - 3) Writing Results & Discussion sections in APA style
  - **Assignment:** PI Results & Discussion
  - **Due:** PI Intro & Methods
- 2/22/18 Theory of mind
- 1) Introduction to TOM, Prepare DCSC experiment on preschoolers' TOM
  - 2) Conducting a Literature Search in PsycINFO
  - **Assignment:** ToM Intro & Methods
  - **Due:** Results & Discussion

### UNIT 2: Theory of Mind

- 3/01/18 DCSC experiment on theory of mind
- **Assignment:** Work on ToM Intro & Methods
  - **Due:** Nothing
- 3/08/18 Analyses
- 1) Theory of mind in preschoolers; t-tests; reporting t-tests in APA style
  - **Assignment:** ToM Results & Discussion

- **Due:** ToM Intro & Methods

03/15/18 NO CLASS

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

03/22/18 Introduction to EF and experimental design.

- Prepare DCSC experiment; discussion of ANOVA
- **Assignment:** Revised ToM Intro & Methods
- **Due:** ToM Results & Discussion

03/29/18 DCSC experiment

- **Due:** Revised ToM Intro & Methods

04/05/18 Continued discussion of ANOVA; Analysis of data

- **Assignment:** Work on Final Paper
- **Due:** Revised ToM Results & Discussion

04/12/18 Data analysis continued, discussion section

- 1) Review APA style for research reports
- 2) guidelines for final report
- **Assignment:** Work on Final Paper
- **Due:** Nothing

04/19/18 In-class work on paper; instructor will be available to ask questions

- **Assignment:** Work on final paper

04/26/18 TBD

- **Assignment:** Work on final paper
- **Due:** Nothing

04/27/18 **FINAL PAPER MUST BE SUBMITTED BY 11:59PM ON 4/27/18**