

Infant and Child Development Lab (830:332:04)

Spring 2019

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Office: Tillett 429
Office Hours: By appointment

Class Times: Thursday 8:40am – 11:40am
Class Location: Tillett 205
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

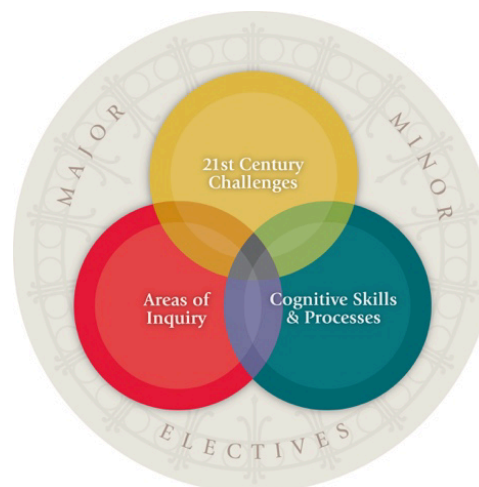
Upon successful completion of this course, students will:

- 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, 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 and synthesize information and ideas from multiple sources to generate new insights.



Course Structure

This course is comprised of four main units. Three units will include hands-on research studies conducted at the Douglass Child Study Center (DCSC). This includes three separate visits to 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
- Unit 3: Theory of Mind
- Unit 4: Contagion & Contamination

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

Your grade will be a direct reflection of the amount of time, engagement, and effort put into this course.

Breakdown of Grades

Attendance & Participation	20 points (10%)
Peer Review	20 points (10%)
Assignments	120 points (60%)
Final Project	40 points (20%)
Total	200 points (100%)

Grading Scale

A	90% and above
B+	85% - 89.9%
B	80% - 84.9%
C+	75% - 79.9%
C	70% - 74.9%
D	60% - 69%
F	59.9% and below

Attendance & Participation (10%):

This portion of the grade involves not only being present but also being an active and engaged participant in class. I highly encourage class discussion and hope to foster an environment where most students will feel comfortable speaking up. However, I recognize that some students are not comfortable with public speaking, and you will not be penalized for this as long as I can see that you are showing up and paying attention. Attendance is mandatory. As each class builds on work completed in previous sessions, attending every class is essential for a comprehensive learning process and experience. Since some coursework is done in class with a partner, not showing up to class will hurt both you and your partner. Please keep in mind: If you miss class the week before a DCSC visit, you will not know what to do at the visit. If you miss a DCSC visit, you will not have data to analyze the following week. If you miss class after a DCSC visit, you will not have results for your assignment.

- Attendance is mandatory.
- If there are extreme circumstances that warrant a verified excused absence from the Dean's office, please contact me.
- You are allowed one unexcused absence.
- Two unexcused absences will result in a full letter grade reduction on your final grade.
- Three unexcused absences will result in an F as your final grade.
- If you are more than 30 minutes late to class, it will count as half an unexcused absence.

Peer Review (10%):

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 during class. Specifically, you will provide feedback and make written comments for each other in regards to the rubric for that assignment. I will note the depth and clarity of your comments in terms of effort and thoughtfulness, APA standards, and the rubric. If you are absent from a class in which we complete peer review, you will receive a zero for that assignment.

Assignments (60%):

Most assignments include writing and revising sections of three different APA-style papers. Some assignments will be done in the lab during class hours. During this time, students are encouraged to discuss and learn from each other, as well as ask for my help. Some assignments will involve working with a partner, while others will be done independently. Assignments will be submitted through Sakai under the Assignments tab. Details of each assignment will be discussed in class.

- Assignments must be submitted on time, but you are allowed one freebie – It can be up to one day late without penalty. After that, you will lose 10% of the assignment points per day.
- All other late assignments will lose 10% of the assignment points per day.

Final Project (20%):

Your final project will consist of producing a complete APA-style research paper for our last unit. Details will be discussed in class.

Class Etiquette

This class aims to foster a mutually respectful and supportive learning environment. Please be kind and respectful towards each other when engaging in class discussions. It is perfectly acceptable to disagree with someone as long as you do it respectfully. Please stay off your cell phone during class. Please do not browse the Internet and use social media during class. **Inappropriate, disruptive, or disrespectful behavior is not acceptable.**

Academic Integrity

By participating in this course, you are responsible for and required to uphold the principles of 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://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

All violations of academic integrity will be strictly enforced. I will not tolerate plagiarism or cheating. Any student who plagiarizes will, at the very least, receive a failing grade for the course. Sharing written work with others in class and copying others' work without proper citation are considered plagiarism.

Students with Disabilities

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

Course Schedule (subject to revisions)

Unit 1: Research Methods

- Thurs 1/31 Week 1: Introduction to Research Design
Assignment 1: Research Design – Due Mon 2/4 by 11:55pm
- Thurs 2/7 Week 2: APA Style & Stats Review
Assignment 2: Correlations in SPSS – Due Mon 2/11 by 11:55pm
Readings: Howes (1980) and Fabes et al. (2003) – Due before 2/14 Class

Unit 2: Peer Interactions (PI)

- Thurs 2/14 Week 3: Introduction to Studying Peer Interactions
Assignment 3: PI Method (work with a partner) – Due Tues 2/19 by 11:55pm
- Thurs 2/21 Week 4: DCSC Observation on Peer Interactions
Assignment 4: PI Introduction (work with a partner) – Due Tues 2/26 by 11:55pm
- Thurs 2/28 Week 5: Peer Interaction Data Analysis
Assignment 5: PI Results (work with a partner) – Due Tues 3/5 by 11:55pm
Readings: Baron-Cohen, Leslie & Frith (1985) – Due before 3/7 Class

Unit 3: Theory of Mind (ToM)

- Thurs 3/7 Week 6: Introduction to Theory of Mind
Assignment 6: ToM Method – Due Tues 3/12 by 11:55pm
- Thurs 3/14 Week 7: DCSC Experiment on Theory of Mind
Assignment 7: ToM Introduction – Due Tues 3/26 by 11:55pm
- Thurs 3/21 Week 8: No Class. Spring Break.
- Thurs 3/28 Week 9: Theory of Mind Data Analysis & Peer Review of ToM Introduction
Assignment 8: ToM Results and Discussion – Due Tues 4/2 by 11:55pm
Readings: Kalish (1996) – Due before 4/4 Class

Unit 4: Contagion & Contamination (CC)

- Thurs 4/4 Week 10: Introduction to Contagion & Contamination
Assignment 9: CC Method – Due Tues 4/9 by 11:55pm
- Thurs 4/11 Week 11: DCSC Experiment on Contagion & Contamination
Assignment 10: CC Introduction – Due Tues 4/16 by 11:55pm

- Thurs 4/18 Week 12: Contagion & Contamination Data Analysis
Assignment 11: CC Results & Discussion – Due Tues 4/23 by 11:55pm
- Thurs 4/25 Week 13: Language Acquisition
- Thurs 5/2 Week 14: Final Project Work Day & Peer Review
Final Project: Final CC paper including Abstract, Introduction, Method, Results, Discussion, & References – Due Tues 5/7 by 11:55pm