

Infant & Child Development Lab
830:332 , Spring 2019
Tuesday, 3:20pm – 6:20pm, Tillett 205

Instructor: Evan Alvarez

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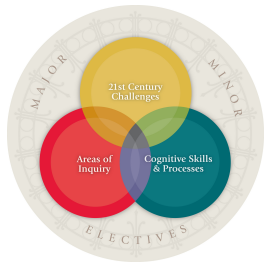
Office: Busch Psychology Building, Rm. 319. Office hours by appointment.

Course Objectives:

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

Learning goals:



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:

- Communicate complex ideas effectively, in standard written English, to a general audience.
- 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.

Structure of the Course:

Throughout the course, students should adopt a scientist's approach to research experiences. The course is built around three primary study 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 course content progresses from simpler to more complex research designs and statistical analyses. Mirroring the progressive structure of the course content, the assignments gradually 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. Most of your assignments will be done in the lab, during class hours, 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/s for the **first and second (primary)** units. For those assignments completed with a partner, your group 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., "**Alvarez_execfunc_method.doc**").

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*.
- **Grading:** Your final grade will be comprised of three components:
 1. Attendance/ Active Participation (15 points)
 2. Writing Assignments (50 points)
 3. Final, Full Lab Report (35 points)
- Grades are based on the total points your work has earned (A starts at 90, B+ starts at 87 and so forth).

Attendance & Participation

- Regular attendance **is mandatory!**
- If you miss a class or need to leave early, you must receive an **official excuse from the Dean**. This will excuse you from that part of the assignment. Unexcused missed assignments will be given a "0." Please keep in mind that most coursework is done in class with a partner. If you do not show up to class, you are hurting your partner as well as yourself. Moreover, 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.
- Missing **more than one class will result in an official warning and one point reduction** in your final grade. Missing **three or more classes** will result in an automatic "F" for the course.

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)

Weekly Schedule for Infant and Child Development Lab

Spring, 2019, Alvarez

SCHEDULE SUBJECT TO REVISION

1/29/19: (FIRST CLASS!) Introduction to Course and the Scientific Method

- Overview of syllabus, class assignments, and expectations
- Goals and techniques of science; Research design

2/05/19: Writing a research paper in APA style

- Main parts of APA research paper; proper writing in APA style
- **Assignment #1** *Structure a research report in APA style (due the end of the class)*
 - **Literature:** Bem, D.,J. (2003). Writing the Empirical Journal Article. In Darley, J.M., Zanna, M.P. , & Roediger, Ill, H.L. (Eds.), *The Complete Academic: A Practical Guide for a Beginning Social Scientist* 2nd Edition. Washington, DC: American Psychological Association

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

2/12/19: Infant-mother interactions and peer interactions

- Infant-mother interactions; Correlational studies;
- Prepare DCSC observation of peer interactions; Determining hypotheses
- **Assignment #2** *Method section for PI (due the end of the class)*
 - **Literature :**
 1. Fabes, R.A., Martin, C.L., Hanish, L. (2003). Young Children's Play Qualities in Same-, Other-, and Mixed-Sex Peer Groups. *Child Development, Vol 74, No. 3, pp. 921-932*
 2. Howes, C. (1980). Peer Play Scale as an Index of Complexity of Peer Interaction. *Developmental Psychology, Vol. 16, No. 4, pp. 371-372*
 3. Rothstein-Fisch, C., & Howes, C. (1988). Toddler peer interaction in mixed-age groups. *Journal of*

2/19/19: **DCSC observation of peer interactions**

- **Assignment #3** *Introduction section for PI (due 2/26 by 3:00 pm)*

2/26/19: Peer interaction data analysis

- Correlations in SPSS;
- Writing Intro, Results and Discussion sections in APA style
- **Assignment #4** *Results and Discussion for PI (due the end of the class)*

---UNIT 2: Executive Functions (EF)---

3/05/19: Introduction to EF

- Preparing for the experiment on NA,
- Practicing the method
- **Assignment #5** *Method for EF experiment*

3/12/19: **DCSC experiment on EF**

- **Assignment #6** *Introduction for EF (due 3/19 by 3:00 pm)*

3/19/19: Spring recess, NO CLASS

3/26/19: EF data analysis

- **Assignment #7** *Results and Discussion for EF*

---UNIT 3: Theory of Mind---

4/2/19: Introduction to ToM

- Preparing the experiment on ToM
- Practicing the experiment for ToM
- **Assignment #8** Method for ToM

4/9/19: ****DCSC experiment on ToM****

- **Assignment #9** Introduction for ToM

4/16/19: ToM data analyses

- **Assignment #10** Results and Discussion for ToM

4/23/19: Last class:

- preparing the **final report (due 4/30, by 11:55pm)**

4/30/19: No class