

## 830:332:05 - **Infant & Child Development Lab**

Classroom Location: Tillet 205\*

Spring 2020 | Thurs 3:20 – 6:20 pm

**Instructor:** Jennifer Francesconi

**Email:** Jennifer.francesconi@rutgers.edu

**Office:** 323 Psychology Building, Busch Campus

**Office Hours:** After class, by appointment

\* Additional Research Location: Douglass Child Study Center (DCSC)

Rutgers Psychology Child Development Center @ CHA

61 Dudley Road

New Brunswick, NJ 08901

848-932-8881

### **Description:**

This course is designed to help you develop the knowledge and skills necessary to engage in research as a scientist by integrating several aspects of your current academic career: research methodology, statistics, and specific knowledge about a psychological topic. This course will give you a general overview of how to conduct research in general and with infant and child participants in particular. In the process, you will become acquainted with methodology for both experimental and observational research by conducting three studies.

### **Course Objectives:**

The aim of this course is to acquaint students with scientific research within the context of child psychology. Upon successful completion of this course, students will:

- **have a basic understanding of the methods and techniques related to research design**
- **understand the procedures of collecting and coding data in a daycare setting**
- **be able to use basic statistics and statistical software to analyze data**
- **be able to interpret the results of the statistical analyses**
- **produce an APA-style empirical paper**

### **The 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.

Specifically, upon successful completion of this course, students will be able to:

- a) Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision (WCR);
- b) Communicate effectively in modes appropriate to a discipline or area of inquiry (WCD);
- c) Evaluate and critically assess sources and use the conventions of attribution and citation correctly;
- d) Analyze and synthesize information and ideas from multiple sources to generate new insights.



### **Course Website and Materials:**

All course materials, including all slides, assignments, special notices, and the most up-to-date syllabus, will be made available through Sakai. Please check the website frequently for any announcements regarding syllabus or assignment changes, class cancellations, etc. It is each student's responsibility to remain current with all postings on the website.

### **Structure:**

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 semester. **Students are responsible for their own transportation to the DCSC and timely attendance is crucial. If you are late you will be unable to complete the assigned material and will receive a zero.**

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 a partner. 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. 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.

The use of cell phones or internet for non-academic purposes is prohibited. If this becomes a problem, points will be deducted from your participation grade.

### **Attendance Policies:**

This course is designed to place the student in the role of a research scientist studying psychology and builds significantly on work completed in previous sessions. Therefore, **attendance is required**. In all cases, absences must be justified with written documentation from a doctor or the Dean's office.

One unexcused absence results in an official warning. Two unexcused absences result in an automatic final grade deduction of one full letter grade. **Three unexcused absences result in an automatic final grade of F.** Unexcused absences include arriving to class more than 30 minutes late. Additionally, a penalty of one point per day will be administered for late assignments unless we have made special arrangements *in advance*.

If you have an illness, religious observance or unexpected emergency, you can excuse your absence by getting a written note from your dean.

### **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 (all 5 sections of an APA style research report (abstract, introduction, methods, results, discussion) to demonstrate your ability to incorporate everything that you have learned throughout the semester into a final,

highly polished paper. 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.

- **Collaborative Work:** You will work with a partner for the first and second (primary) units. For those assignments completed with a partner, the two of you 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., "yourlastname\_peerinteraction\_method.doc").

### **Writing Guidelines:**

When preparing the assignments, please review the appropriate standards (supplied during class and available on Sakai) and check your work to be sure it complies. The standards of APA-style writing should be constant point of reference during your completion of assignments! You should not use more than 10 first person pronouns (i.e., "I" or "we") in each paper.

### **Peer Review:**

The peer review process is consistently utilized throughout this course. When you are peer-editing another student's assignment, again refer to the resources provided and make sure your comments are based on these standards. Each peer-reviewed assignment will be graded based on your submission of a paragraph summarizing the edits and suggestions you and your partner made while peer reviewing. This paragraph will also be submitted on Sakai.

### **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>. To help clarify, in this class you may consult outside sources (e.g., journal articles, books, internet) and other students when completing assignments provided that you appropriately cite them (e.g., provide complete references and referencing notation) in your written work. 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.

### **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*.
- As the class is designed to give you additive experience in methodology within the field of psychology, the course builds on work completed in previous sessions and therefore, **your presence at all lab meetings is required.**
- **Grading:** Your final grade will be comprised of three components:

- |                                     |     |  |  |
|-------------------------------------|-----|--|--|
| 1. Attendance/ Active Participation | 15% |  |  |
| 2. Writing Assignments              | 50% |  |  |
| 3. Final, Full Lab Report           | 35% |  |  |
- The grading scale is as follows:

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

### **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 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)

## Tentative Weekly Schedule for Infant and Child Development Lab

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

### **Thurs**

**1/30:** Introduction to Course and the Scientific Method

*Topics:* Overview of syllabus, class assignments, and expectations

*Assignment 1:* Structure of an APA research report (due end of class 1/30)

Read Howes (1980); Fabes, Martin & Hanish (2003) for next class

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

### **Thurs**

**2/6:** Infant-mother interactions and peer interactions

*Topics:* Correlational studies; SPSS; Determining hypotheses; Preparation for DCSC observation of peer interactions \*Sign up for time slot\*

*Assignment 2:* Write PI Methods (written with partner in class; due 2/10 by 11:59 PM)

### **Thurs**

**2/13:** DCSC observation of peer interactions

Review the “DCSC Rules of Conduct” (Sakai: Resources: DCSC Visits) and **bring your coding sheets to the child care center**

### **Thurs**

**2/20:** *Assignment 3:* Write PI Introduction & References (written with partner in class; due 2/24, 11:59 PM)

### **Thurs**

**2/27:** Peer interaction data analysis

*Topics:* Peer interactions in preschoolers; Correlations in SPSS; Writing Results and Discussion Sections in APA style

*Assignment 4:* Write PI Results & Discussion (written with partner in class; due 3/2, 11:59 PM)

Read Saffran, Aslin, Newport (1996) before next class

**---UNIT 2: Language Acquisition & Theory of Mind ---**

**Thurs**

**3/5:** Language acquisition/Theory of mind

*Topics:* Introduction to language learning; PsychINFO; Prepare DCSC experiment on preschoolers' theory of mind, \*Sign up for time slot\*; find 2 additional, relevant, articles on PsycInfo

*Assignment 5:* Write ToM Methods (written with partner in class & peer edited; due 3/9, 11:59 PM)

Read Gopnik & Astington (1988) before next class

**Thurs**

**3/12:** DCSC experiment on theory of mind \*bring data sheets with you to child care center\*

*Assignment 6:* Write ToM Introduction & References (written with partner outside of class; due Sunday, 3/16 11:59 PM)

**Thurs**

**3/19:** SPRING BREAK - NO CLASS

**Thurs**

**3/26:** Theory of mind data analysis

*Topics:* Theory of mind in preschoolers, ANOVA; reporting ANOVA in APA style

*Assignment 7:* Write ToM Results & Discussion (written with partner & peer edited; due 3/30, 11:59 PM)

Read Zelazo (2006) before next class

**---UNIT 3: Executive Function Theories---**

**Thurs**

**4/2:** Executive Function

*Topics:* Intro to executive function theories; prepare DCSC experiment \*Sign up for time slot\*

Read one article from Resources>Executive Function>Empirical Articles folder on Sakai and one found on your own before next class

*Assignment 8:* Write EF Methods (written individually in class; due 4/6; 11:59 PM)

**Thurs**

**4/9:** DCSC experiment on executive function \*bring data sheets with you to child care center\*

*Assignment 9:* Write EF Introduction & References (written individually outside of class; due 4/13, 11:59 PM)

**Thurs**

**4/16:** Executive Function data analysis

*Topics:* Repeated Measures ANOVA; reporting repeated measures ANOVA in APA style; guidelines for final report

*Assignment 10:* Write EF Results & Discussion (written individually in class; due 4/20, 11:59 PM)

**Thurs**

**4/23:** In-class peer review of final paper and abstract write-up

*Assignment 11:* Peer review of final papers (done in class)

*Assignment 12:* Write EF Abstract (written individually in class; no due date)

**Thurs**

**4/30:** Final paper due Thursday 4/30/2020 by 11:59 PM

### Overview of Assignment Due Dates and Points

**\*\*SUBJECT TO REVISIONS\*\***

Week #	Unit	Assignment	Due Date	Points	Writing Notes
1		Structure of APA research report	1/30 by end of class	5	written in class with partner
2	Peer Interactions	Methods	2/10 by 11:59 PM	10	written with partner in class
3		DCSC peer interaction observations	Go to DCSC Center	10	
4		Introduction & References	2/24 by 11:59 PM	10	written with partner in class
5		Results & Discussion	3/02 by 11:59 PM	10	written with partner in class

6	Language acquisition /Theory of Mind	Methods	3/09 by 11:59 PM	10	written with partner in class
7		DCSC Theory of Mind experiment Introduction & References	Go to DCSC Center 3/16 by 11:59 PM	10	written outside of class with your partner
8		SPRING BREAK – NO CLASS			
9		Results & Discussion	3/30 by 11:59 PM	10	written with partner in class
9	Executive Function	Methods	4/06 by 11:59 PM	10	written in class individually
10		DCSC Executive Function experiment Introduction & References	Go to DCSC Center 4/13 by 11:59 PM	10	written outside of class individually
11		Results & Discussion	4/20 by 11:59 PM	10	written in class individually
12		Peer review of final papers Abstract	No official due date, but attendance is crucial	10	Peer review completed in class, abstract written in class individually
13		NO CLASS Final report due	4/30 by 11:59 PM	35	
		Participation		15	