

## Infant and Child Development Lab Fall 2021 (1:830:332:02)

### Section 2: TUESDAYS from 9:00am – noon. Online synchronous instruction via Zoom

- Please sign-up AND log into Zoom with an official RUTGERS email
- Users can [sign up for an account via the Rutgers Zoom website.](#)

Main Sakai Portal: <https://sakai.rutgers.edu/portal>

Course Sakai/Canvas site:

Students should have access to the course website through Sakai throughout the semester.

- This is where lectures, assignment instructions, and other materials will be posted. Students are responsible for all the information contained in this syllabus and for ALL CHANGES to the syllabus announced in class or on Sakai.

The syllabus, the schedule of class topics and/or assignments are subject to change!! Changes will be made known via emails, Sakai announcements, and/or lectures slides. **You are responsible to check these resources, so please consistently check Sakai.**



Source : <https://www.washington.edu/news/2016/11/15/study-provides-insight-into-childrens-race-and-gender-identities/>

### DETAILS FOR ONLINE INSTRUCTION

### CONTACT INFORMATION

**Ana Rinzler:** [anb136@scarletmail.rutgers.edu](mailto:anb136@scarletmail.rutgers.edu)

- When emailing me, include “Infant & Child Development Lab” or (“IDCL”) in the email subject line.
- Please ONLY EMAIL ME from an OFFICIAL RUTGERS EMAIL
- I typically respond to all emails within 24 hours, except during the weekend. I cannot guarantee 24 hours for emails sent late Friday night – Sunday. I will address any weekend emails by the following TUESDAY.

#### Office Hours: By appointment only

As with lectures, and emails, please use an official Rutgers email to login into Zoom for office hours Zoom waiting room

### ONLINE COMMUNICATION

- All instructors MUST use their Rutgers email account for communication with students or the messaging functionality built into the LMS. Similarly, students MUST use their official Rutgers address in emailing with instructors.
- This is the only way to ensure FERPA confidentiality of communications and to ensure that you are actually corresponding with the student/ faculty member

### ATTENDANCE AND PARTICIPATION

### Attendance is mandatory for all meetings.

If you miss a lab class, your absence will be excused for extenuating circumstances (e.g., external connectivity issues, power outages, illness, etc.). Because we are in a global pandemic, the attendance policy will be more lenient than it typically is. **However, please do not take advantage of this!! We all need to be flexible and patient with each other!!** Moreover, prolonged absences do require please documentation from the Dean's office.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Absences without this documentation will be counted as an unexcused absence. In addition, logging in 20 minutes after class has begun will also be counted as an unexcused absence.

- One unexcused absence will result in a deduction of 2 points from the participation score. Two unexcused absences will reduce your final grade by an entire letter grade. **Missing more than two classes will result in an automatic "F" for the course.** So please, attend class.

**No make-up classes:** If you know that you absolutely cannot attend a particular class, please notify me in **advance** (at least two weeks beforehand, if not earlier).

- In the event that you cannot attend lecture, please reach out to me and I will meet with you to review any material you have questions about.
- **An excused absence does not excuse you from the assignment work. You will have to make up the assignment if you are absent from class. Failure to do so will result in a "0" for that assignment.**

**Active participation:** Is \*highly\* encouraged. Student participation can add greatly to your learning as well as enhance the experience for the whole class. Your participation will be consistently noted and factored into your final grade.

### TECHNOLOGY REQUIREMENTS

#### Computer (desktop/laptop)

- With reliable audio and video (compatible with Zoom) **\*\*headphones are highly encouraged\*\***

#### Programs

- Excel or equivalent program that can open an .csv file for data analysis

### ATTENDANCE

- Religious holidays WILL be observed

University policies are at [http://catalogs.rutgers.edu/generated/nb-ug\\_current/pg1433.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg1433.html)

- SAS attendance policy is at <http://sasundergrad.rutgers.edu/academic/s/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

### PARTICIPATION

- Students are expected to have their webcam on for the entire duration of the class (with exceptions, such as class breaks), as well as their audio available, for active participation.
- I expect this from the first class until the last class. Please notify me in as far in advance if you have issues fulfilling this requirement.

### ASSISTANCE WITH TECHNOLOGY

- Visit the [Rutgers Student Tech Guide](#) page for resources available to all students.

- Word/Google Docs, or equivalent for composing shared documents
- PowerPoint or equivalent for viewing lecture slides
- QuickTime or equivalent for viewing .mpg videos
- SPSS statistical software for analysis  
<https://it.rutgers.edu/virtual-computer-labs/knowledgebase/accessing-virtual-computer-labs/>  
<https://labgateway.rutgers.edu/#/>

*We will work with SPSS together during class, but please make sure you have the other programs installed before the first class*

### 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 (7<sup>th</sup> Edition). APA. **ISBN-13: 978-1433832161**

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.



- If you do not have the appropriate technology for financial reasons, please email Dean of Students [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu) for assistance.
- If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.
- The Library has resources for locating Open Educational Resources [here](#)

### COURSE OBJECTIVES

#### Core Curriculum Learning Goals Met by this Course

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;

### CORE CURRICULUM

- For list of Core Curriculum learning goals, see: <https://sasoue.rutgers.edu/core/core-learning-goals>

<ul style="list-style-type: none"> <li>• Evaluate and critically assess sources and use the conventions of attribution and citation correctly;</li> <li>• Analyze and synthesize information and ideas from multiple sources to generate new insights.</li> </ul> <p><b>Department Learning Goals Met by this Course</b></p> <p>This class aims to acquaint students with scientific research in the field of child psychology. In particular, we will focus on:</p> <ul style="list-style-type: none"> <li>• Methods and techniques related to research design</li> <li>• Procedures of collecting and coding data</li> <li>• Using statistics and statistical software to analyze data</li> <li>• Interpreting the results of the analyses</li> <li>• Professional writing of empirical papers in the field of Psychology</li> </ul>	<p style="text-align: center;"><b>LEARNING GOALS</b></p> <ul style="list-style-type: none"> <li>• For a list of Core Certified courses by learning goal, see <a href="http://sasundergrad.rutgers.edu/core">sasundergrad.rutgers.edu/core</a></li> </ul>
<p><b>COURSE STRUCTURE</b></p> <p>Throughout the course, students should adopt a scientist’s approach to research experiences. The entire course focuses on Infant and Child Development and consists of three units in child development:</p> <ul style="list-style-type: none"> <li>• Unit 1: Peer Interactions</li> <li>• Unit 2: Theory of Mind</li> <li>• Unit 3: Executive Function</li> </ul> <p>The course content progresses from simple to complex research designs and statistical analyses. Similarly, the progressive structure of the course content, and assignments build American Psychological Association (APA) report-writing skills and give the student increasing autonomy to use these skills in their writing.</p>	<p style="text-align: center;"><b>ADJUST TO REMOTE LEARNING</b></p> <p>Remote learning presents new challenges...</p> <ul style="list-style-type: none"> <li>• For assistance with learning how to address these challenges, please consult the resources available here: <a href="https://rlc.rutgers.edu/remot_instructions">https://rlc.rutgers.edu/remot_instructions</a></li> <li>• Purdue Owl (information on APA style): <a href="http://owl.english.purdue.edu/owl/resource/560/01">http://owl.english.purdue.edu/owl/resource/560/01</a></li> </ul>
<p><b>COURSE WORK</b></p> <p>You will be given in-class time to work on assignments, and lab reports. However, some out-of-class work will be expected, especially toward the end of the semester.</p>	<ul style="list-style-type: none"> <li>• Rutgers Learning Centers (for academic coaching and writing assistance): <a href="http://lrc.rutgers.edu/">http://lrc.rutgers.edu/</a> <ul style="list-style-type: none"> <li>○ Busch - (732-445-0986)</li> <li>○ CAC - (732-932-1443)</li> <li>○ Livingston - (732-445-0986)</li> </ul> </li> </ul>

<p><b>Assignments:</b> The assignments will focus on writing 4 main contributing sections of an APA style research report (an introduction, a methods section, a results section, and a discussion section) about the corresponding unit.</p> <ul style="list-style-type: none"> <li>• All written assignments are submitted through Sakai under the “Assignments” section via Turnitin.</li> <li>• Please submit your work in a <u>word file (i.e., a .doc or .docx file)</u> and clearly title each submission with your name, the course unit, paper section and the Assignment number (e.g., ‘Ana_PeerIntroduction_Assignment1.doc”). Your name(s) should be located in the file as well at the top of the document.</li> </ul> <p><b>Assignment Evaluation:</b> 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.</p> <p>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.</p> <p><b>Full Lab Report:</b> For the third unit, you will be asked to submit a completed and polished APA style research report that demonstrates your ability to incorporate everything that you have learned.</p> <ul style="list-style-type: none"> <li>• When preparing the lab reports or assignments, please review the appropriate standards (which will be supplied in class and available on Sakai).</li> <li>• Make sure to check your work to ensure it complies with these standards. The standards of APA-style writing should be a constant point of reference during your completion of assignments and lab reports!</li> <li>• <b>Please submit your lab report in the same manner as stated above in Assignments.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Cook/Douglas - (732-932-1660)</li> <li>• Academic Advising for SAS students: <a href="https://sasundergrad.rutgers.edu/advising/advising">https://sasundergrad.rutgers.edu/advising/advising</a></li> <li>• Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks <a href="http://www.libraries.rutgers.edu/tutorials">http://www.libraries.rutgers.edu/tutorials</a></li> </ul>
<p><b>ACADEMIC INTEGRITY</b></p> <p><b>Students are expected to maintain the highest level of academic integrity.</b> By participating in this course, you will be accepting the principles defining academic integrity. Please familiarize yourselves with Rutgers’ Policy on Academic Integrity: <a href="http://teachx.rutgers.edu/integrity/policy.html">http://teachx.rutgers.edu/integrity/policy.html</a></p> <p>You should be familiar with the university policy on academic integrity. Violations will be reported and enforced according to this policy.</p>	<p>ACADEMIC INTEGRITY</p> <ul style="list-style-type: none"> <li>• General Academic Integrity Link: <a href="http://nbacademicintegrity.rutgers.edu/">http://nbacademicintegrity.rutgers.edu/</a></li> <li>• Summary: <a href="http://nbacademicintegrity.rutgers.edu/ho">http://nbacademicintegrity.rutgers.edu/ho</a></li> </ul>

Use of external website resources such as Chegg.com or others to obtain solutions to homework assignments, quizzes, or exams is cheating and a violation of the University Academic Integrity policy. Cheating in the course may result in grade penalties, disciplinary sanctions or educational sanctions. Posting homework assignments, or exams, to external sites without the instructor's permission may be a violation of copyright and may constitute the facilitation of dishonesty, which may result in the same penalties as plain cheating.

**HONOR PLEDGE:**

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

**INTELLECTUAL PROPERTY**

Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which are protected by U.S. statutes. Copying this work or posting it online without the permission of the author may violate the author's rights.

Students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from their online courses. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

**PLAGARISM**

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

[me-2/academic-integrity-policy](#)

- Resources for Students:  
<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

PLAGARISM

- ["Plagiarism,"](#) Rutgers SAS Writing Program
- [Plagiarism.org](#)

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 non-textual material from other sources without proper attribution.

Additionally, I require that your assignments be turned in as electronic copies and we will use Turnitin on Sakai which will 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.

## 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.

- Late assignments will be assessed a penalty of one point per day (e.g., a paper which would have been graded as a "10" will be reduced to an "8" if submitted 2 days late) unless special arrangements are made *in advance*.
- Your final grade will be comprised of three components:
  - Writing assignments (may change): 55 points
  - Final Lab Report: 35 points
  - Attendance/Active Participation: 10 points

## GRADING SCALE

At the time the syllabus was created, a total of 100 points may be earned. Your total number of scored points (which are subject to change) will yield your final grade. The numerical grade translates to the letter grade as follows:

- "[Avoiding Plagiarism.](#)" Purdue University Online Writing Lab
- "[Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing.](#)" Miguel Roig, PhD, Office of Research Integrity, U.S. Department of Health and Human Services
- "[How to Avoid Plagiarism.](#)" Northwestern University
- "[Understanding Plagiarism: Information Literacy Guide.](#)" Iowa State University
- "[Plagiarism.](#)" University of North Carolina at Chapel Hill

- The Camden Plagiarism Tutorial (INTERACTIVE):  
<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- For tips about how to take notes so that you don't plagiarize by accident.  
[http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)  
<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

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

Final grades are based on the total number of points earned in accordance with the grading scale.  
 \*\*\*\*\*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

- Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.
- Full disability policies and procedures are at <https://ods.rutgers.edu/>

### HELPFUL LINKS

**Student-Wellness Services: All of these services are being provided remotely during Spring 2021.**

#### Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals 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.

**Crises Intervention** : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

**Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>

#### 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

#### RUSA

The Rutgers University Student Assembly urges that this information be included at the end of every syllabus.



**(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>.

## COURSE SCHEDULE

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

Date	Topic	Assignments	Due date
TUESDAY Sept. 7 <sup>th</sup>	<b>Course Overview &amp; Introduction to Research Design</b>	<u>Assignment 1:</u> Research Design	
TUESDAY Sept. 14 <sup>th</sup>	<b>Introduction to APA Style &amp; Stats Overview</b>  <i>Working with the virtual lab</i>	<u>Assignment 2:</u> Correlations  <b>Read:</b> Fabes et al. (2003) Rothstein-Fish & Howes (1988)	<u>Assignment 2:</u> Due by <b>TUESDAY Sept. 14<sup>th</sup></b>  <b>11:55PM</b>
TUESDAY Sept. 21 <sup>st</sup>	<b>Unit 1: Peer Interactions (P1)</b>  <i>Introduction</i>	<u>Assignment 4:</u> PI Introduction & Reference (10 points)  <b>Peer review only</b>	<u>Assignment 4:</u> Due by <b>TUESDAY, Sept. 21<sup>st</sup></b>  <b>11:55PM</b>
TUESDAY Sept. 28 <sup>th</sup>	<b>Unit 1: Peer Interactions (P1)</b>  <b>Peer interactions</b>  <i>Method</i>	<u>Assignment 3:</u> PI Methods Section (10 points)  <b>Read:</b> Howes (1980)	<u>Assignment 3:</u> Due by <b>TUESDAY, Sept. 28<sup>th</sup></b>  <b>11:55PM</b>

TUESDAY Oct. 5 <sup>th</sup>	<b>Unit 1: Peer Interactions (P1)</b> <i>Introduction</i>	<u>Assignment 4:</u> PI Introduction & Reference (10 points)  <b>Peer review only</b>	<u>Assignment 4:</u> Due by <b>TUESDAY, Oct. 5<sup>th</sup></b> <b>11:55PM</b>
TUESDAY Oct. 12 <sup>th</sup>	<b>Unit 1: Peer Interactions (P1)</b> <i>Results</i>	<u>Assignment 5:</u> PI Results Sections (2 points)	<u>Assignment 5:</u> Due by <b>TUESDAY, Oct. 12<sup>th</sup></b> <b>11:55PM</b>
TUESDAY Oct. 19 <sup>th</sup>	Language acquisition	<b>TBD</b>	
TUESDAY Oct. 26 <sup>th</sup>	<b>Unit 2: Theory of Mind (TOM)</b> <i>Methods</i>	<u>Assignment 6:</u> Theory of Mind Method Section (2 points)  Baron-Cohen et al. (1985)	<u>Assignment 6:</u> Due by <b>TUESDAY, Oct. 26<sup>th</sup></b> <b>11:55PM</b>
TUESDAY Nov. 1 <sup>st</sup>	<b>Unit 2: Theory of Mind (TOM)</b> <i>Introduction</i>	<u>Assignment 7:</u> Theory of Mind Introduction & Reference Sections (10 points)	<u>Assignment 7:</u> Due by <b>TUESDAY Nov. 1<sup>st</sup></b> <b>11:55PM</b>
TUESDAY Nov. 8 <sup>th</sup>	<b>Unit 2: Theory of Mind (TOM)</b> <i>Results</i>	<u>Assignment 8:</u> Theory of Mind Results & Discussion Sections (10 points)	<u>Assignment 8:</u> Due by <b>TUESDAY, Nov. 8<sup>th</sup></b>

		<b>Read:</b> Zelazo (2006)	11:55PM
TUESDAY Nov. 15 <sup>th</sup>	<b>Unit 3: Executive Functioning (EF)</b>  <i>Methods</i>	<u>Assignment 9:</u> Executive Function Method Section (2 points)	<u>Assignment 9: Due by</u>  TUESDAY, Nov. 15 <sup>th</sup>  11:55PM
TUESDAY Nov. 22 <sup>nd</sup>	<b>Unit 3: Executive Functioning (EF)</b>  <i>Introduction</i>	<u>Assignment 10:</u> Executive Functioning Introduction & References (2 points)	<u>Assignment 10: Due by</u>  TUESDAY, Nov. 22 <sup>nd</sup>  11:55PM
TUESDAY Nov. 29 <sup>th</sup>	<b>Unit 3: Executive Functioning (EF)</b>  <i>Results</i>	<u>Assignment 11:</u> Executive Functioning Results & Discussion Sections (2 points)	<u>Assignment 11: Due by</u>  TUESDAY, Nov. 29 <sup>th</sup>  11:55PM
TUESDAY Dec. 9 <sup>th</sup>	<b>Finishing up Final Paper</b>	<b><u>Assignment 12:</u></b> <b>Executive Function Final Paper</b> Introduction, Method, Results, Discussion, & References – (35 points)	<b><u>Assignment 12: Due by</u></b>  <b>TUESDAY, Dec. 13<sup>th</sup></b>  11:55 PM

**\*\*FOR FINAL PAPER, attach HONOR PLEDGE, as a separate first page\*\***

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

ACADEMIC CALENDAR

<https://registrar.camden.rutgers.edu/academic-calendar-2021-2022>

FINAL EXAM SCHEDULE

<https://sasoue.rutgers.edu/policies-resources/exams/15-policies-resources/policies/65-final-exams-policies>