

Infant & Child Development Lab

Rutgers University - New Brunswick

Fall 2022

01:830:332:01



Instructor: Mona Elsayed

E-mail: me462@psych.rutgers.edu

Please use your Rutgers University email address for all of your correspondence with me (@rutgers.edu or @scarletmail.rutgers.edu). I won't reply to emails sent from non-school email addresses. I will respond to your emails within 2 business days.

Course meeting time: Tuesdays 8:30-11:30am EST (MANDATORY - Synchronous)

Meeting location: Location: [Tillet Hall, Rm 205 \(Livingston\)](#)

Research Location: Rutgers Psychology Child Development Center (61 Dudley Road, New Brunswick)

Office Hours: By appointment via Zoom

Faculty Supervisor: Dr. Judith Hudson (judson@psych.rutgers.edu)

Course Overview/Purpose

The ability to understand, conduct, and write about empirical research is essential for a variety of fields, particularly developmental psychology. The purpose of this course is to help you develop the necessary knowledge and skills to engage in research as a scientist. This course will integrate several imperative aspects of psychological science with specific application to infant and child processes and development. Throughout the course, you will learn how to conduct a study in developmental psychology (e.g., formulating hypotheses, designing studies, collecting, analyzing, and interpreting data) and how to disseminate your research findings through development of research reports.

As a student in this course, you will be immersed in every step of scientific inquiry and will come away with a solid foundation in research in developmental psychology. A comprehensive research paper in APA format will be due at the end of the semester. This course is designed to meet one lab course requirement of the psychology major. Like any lab course, *this class requires more than the average amount of work for you to earn a high grade.*

Required Books and/or Materials

Required readings, assignments, due dates, and grades will be provided on CANVAS throughout the semester. All readings should be completed prior to the assigned class day. You should come to class prepared to discuss the readings.

It is recommended that you purchase the Publication Manual of the American Psychological Association: 7th Edition if you do not own it already.



Technology/Software:

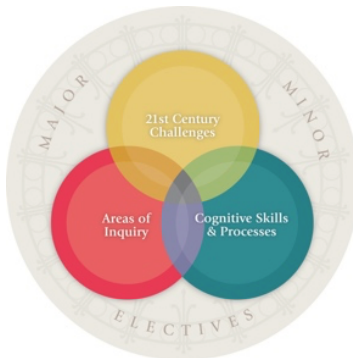
- Computer with reliable internet + Zoom application ([Sign up via Rutgers Zoom](#))
- Microsoft Office – Word for written assignments & Excel for data analysis ([Install for free here](#))
- SPSS Statistical Software ([Access here](#))

Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students 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 faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

Learning Goals

Upon successful completion of this course, students will:



1. Develop scientific thinking skills, including how to form and test hypotheses and how to draw sound conclusions from results.
2. Learn how to analyze data and evaluate hypotheses.
3. Learn research communication skills.
4. Develop strong research writing skills.

Core Requirements

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, 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 citation correctly;
- d) Analyze and synthesize information and ideas from multiple sources to generate new insights.

The Division of Student Affairs Diversity & Inclusion Statement

Excerpted (<http://inclusion.rutgers.edu/>):

“The Division of Student Affairs works to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our responsibility to promote and maintain a community of

compassion, embracing the rich dimensions of diversity, and facilitating opportunities for understanding and the expression of both individual and shared truths.”

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, at 732-932-2848) and read more about Rutgers’ policy at <https://ods.rutgers.edu>. If you request accommodations for this course, you will need a letter from Disability Services. This letter must be provided to me by our second class, at which point you may make a request for course-specific accommodations. The Chair of Undergraduate Psychology and I will review your request and may choose to modify it before it is approved.

Current Academic Integrity Policy and Honor Pledge

Overview: Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating, Plagiarism, Fabrication
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Using another person’s ideas or words without attribution
- Re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student’s work
- In doubt, please consult the instructor

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).*

Summary:

<http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

Resources for Students:

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

Self-Reporting Absence Application

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.

Course Structure

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:

- Unit 1: Peer Interactions
- Unit 2: Theory of Mind
- Unit 3: Executive Function

The course content progresses from simple to complex research designs and statistical analyses. Similarly, the progressive structure of the course content and assignments build scientific report-writing skills and give the student increasing autonomy to use these skills in the future. 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.

Assignments

Attendance/Participation (15%)

Being attentive and responsive in class and participating in class discussion/activities is an integral part of learning and understanding the material covered in this course. Attendance will be taken during each class and inconsistent attendance and arriving late will result in a lowered grade. If you are more than 20 minutes late, you will lose half credit for that week's attendance. Absences will only be excused with the presentation of a dean's note or other comparable notification. Participating in class discussions, activities, and completing in-class assignments will also contribute heavily to this portion of your grade.

Lab Activities (50%)

Lab activities will involve practicing different skills needed to conduct psychological research such as performing literature searches, designing studies, using APA style formatting, analyzing data, and writing drafts for each section of a research report. Many of these 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.

Peer Reviews (10%)

For each peer review, you will be required to read and provide constructive feedback on the research paper drafts submitted by at least 2 of your classmates – this will help acquaint you with the peer review process in research and allow you to improve your own written drafts.

Final Lab Report (25%)

For the final paper, you will submit a full report regarding the experiment conducted for Unit 3. This will include all sections in APA style (i.e., Title page, Abstract, Introduction, Method, Results, Discussion, References) and must incorporate the feedback submitted by your instructor and peers.

Course Schedule

Week	Date	Material & Assignments (TENTATIVE/Subject to Change)
1	9/6/22	NO CLASS – Review syllabus and Canvas
2	9/13/22	Intro to Course + Syllabus Overview of Scientific Methods <i>Assigned Reading: Fabes et al. (2003), Rothstein-Fish & Howes (1988)</i>
3	9/20/22	Developmental Methods and Design Assigned HW: Designing a Research Experiment <i>Assigned Reading: Howes (1980)</i>
4	9/27/22 *Unit 1*	Peer Interactions (PI) – Intro, Methods, APA Style Assigned HW: PI Methods Section
5	10/4/22	Peer Interactions (PI) – Data Collection at Child Development Center Assigned HW: Peer Review of PI Methods
6	10/11/22	Peer Interactions (PI) – Data Analysis & Results Assigned HW: PI Results Section <i>Assigned Reading: Baron-Cohen et al. (1985)</i>
7	10/18/22 *Unit 2*	Theory of Mind (TOM) – Introduction, Methods, APA References Assigned HW: TOM Introduction and References
8	10/25/22	Theory of Mind (TOM) – Data Collection at Child Development Center Assigned HW: Peer Review TOM Introduction and References
9	11/1/22	Theory of Mind (TOM) – Data Analysis, Results + Discussion Assigned HW: TOM Results & Discussion Section <i>Assigned Reading: Zelazo (2006)</i>
10	11/8/22 *Unit 3*	Executive Functioning (EF) – Introduction + Methods Assigned HW: EF Intro Section

Week	Date	Material & Assignments
11	11/15/22	EF Protocol <i>Catch-up/Buffer Day</i> Assigned HW: EF Methods
12	11/22/22	NO CLASS – Follow Thursday class schedule
13	11/29/22	Executive Functioning (EF) – Data Collection at Child Development Center Assigned HW: Peer Review EF Intro + Methods Section
14	12/6/22	Executive Functioning (EF) – Data Analysis, Results Section Assigned HW: EF Results Section
15	12/13/22	Integrations/Overview Final Report Writing Assigned HW: Final Lab Report (Full APA paper on EF unit)

Grading Rubric

Rutgers Letter Grade Scheme will be as follows:

A	90% or above
B+	< 90% to 84%
B	< 84% to 80%
C+	< 80% to 74%
C	< 74% to 70%
D	< 70% to 60%
F	< 60 % to 0%

The criteria for grading your work will be:

- Clarity of writing and ability to provide and incorporate feedback
- Quality and content, writing style, degree of thought and effort reflected
- Adherence to APA format
- Demonstration of progress in understanding course concept and materials

Rubric (100% total)

15%	Attendance/Participation
50%	Lab Activities
10%	Peer Reviews
25%	Final Lab Report

Important Rules

Late Assignments Penalty

Assignments will be accepted up to 3 days late from the original due date for a penalty. The penalty will be 10% of the maximum possible grade for the assignment for each day the assignment is late (up to a maximum of 3 days). For example, if an assignment is worth 100 points, the maximum score for an assignment submitted three days late will be 70 points. Late assignments will not be accepted after the 3-day late period (3 days after the original due date) – at that point the assignment grade will be 0. Late final research papers will lose 15 points per day.

Data Collection

In this course we are doing class experiments, not original research. All data for this will be collected with preselected participants. *Collecting data from anyone else (roommates, friends, family members, etc.) or sharing data to anyone outside of this class is not permitted.*

Recording

No electronic recording (audio, video, photos, etc.) of class materials is allowed. No online posting of class material is allowed other than as approved by the instructor.

Plagiarism

All work that students submit must be their own work. Students should not work collaboratively on assignments without prior approval from the instructor. Turning in someone else's work as your own is completely unacceptable. This includes downloading information from the web and pasting it into your paper. Submitting work that you previously submitted for another class or assignment is also plagiarism. All written assignments will be checked for plagiarism using Turnitin, an online plagiarism service. Any student who plagiarizes any assignment will, at the very least, receive a failing grade for the course.

Civility and Etiquette

Psychology is a fascinating subject because it can be relevant to our everyday lives; course material will often remind us of our own experiences. Please keep in mind that while we can critique and comment on scientific findings, methods, theories, etc., we will not critique and/or question our classmates' choices, experiences, or identities. Offensive and disruptive behavior will not be tolerated.

Course Feedback Survey

Your suggestions for this course are encouraged and appreciated throughout the semester. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups via email or by using this anonymous survey:

https://rutgers.ca1.qualtrics.com/jfe/form/SV_5iJ2h6zChwy2ypf

Student-Wellness Services

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.

Crisis 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/

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

(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>.