Class code  
PSYCH-UA 9034

Instructor Details  
Dr. Kristina Fritz  
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Office Hours: Tuesday 2:00-3:00pm

Class Details  
Developmental Psychology Spring 2013  
Monday 9:30-11:00am and Tuesday 12:30-2:00pm  
Seminar Room 308

Prerequisites

Class Description  
This course will help you understand human psychological development, focusing on selected issues and empirical traditions within the discipline of Developmental Psychology. You will gain an understanding of the theoretical influences that have come to dominate developmental research and will be introduced to a range of theoretical and research approaches in contemporary Developmental Psychology. These include: the role of genetic and environmental influences on development, self-understanding and self-worth, social cognition, attachment, and gender role and identity. The course will also consider applications of developmental research and children's experience of the legal system. Students are expected to gain knowledge of, and develop a critical approach to, the analysis of current research and theoretical issues in these areas.

This course will be taught in lecture and discussion formats.

Desired Outcomes  
Upon completion of this course, you should have a strong understanding of the following:

1. Knowledge and Understanding of Developmental Psychology:  
   • You will display basic knowledge and understanding of the major concepts, theoretical perspectives, empirical findings and historical trends in Developmental Psychology.

2. Research Methods in Developmental Psychology:  
   • You will understand, apply and evaluate basic research methods in Developmental Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

3. Knowledge and Understanding of Development:  
   • You will understand how children behave at various points in development and how their behavior changes from infancy to adolescence.

4. Application of Developmental Psychology  
   • You will be able to relate the facts, theories and methods of Developmental Psychology to
This course entails three exams and two papers. 75% of your final grade is based on your three exams, and 25% of your final grade is based on your two paper assignments. Each exam is weighted equally. The three exams are spread throughout the semester. All exams will consist of multiple choice, true and false, and short answer questions.

The two paper assignments are due during the semester. A hard copy of the paper is due at the beginning of class on the due date. Do not email us your papers because we will not read them. Late papers (turned in after the beginning of class) may incur a grade reduction (refer to ‘late submission of work’ section).

PAPER ASSIGNMENT: GUIDELINES

For each paper, find an original empirical research article cited in the text and summarize the empirical research and relate it to lecture material or other relevant ideas. For each of the two papers, you must limit yourself to articles cited in the text that were covered in the corresponding class unit. Each of your papers must correspond to a different unit; you will receive a 0 on the second paper if it is from the same unit as the first paper.

Find one empirical article cited in the relevant chapters of the Siegler et al. textbook. Use PsychInfo or Medline. Do not select an article that is relevant for general theory, methods or ethical concerns in research with children (lectures 1-3). Do not select a review article. Your article must be a peer-reviewed empirical study. Some articles are extremely difficult to summarize and some are much easier. Choose an article with interesting results and a clear method that will allow you to demonstrate that you can apply what you have learned in the lectures to new material. Papers with a single study are usually easier to summarize than multi-experiment papers.

Proof read before submitting your papers. It should be free of spelling or grammatical errors. Your paper should be clear and concise and organized into essay format. Papers should be 1-2 pages double-spaced typed pages of text, excluding title page and references. Use 12-point font in Times New Roman. Use 1-inch margins on top, bottom and sides of each page. Papers that do not follow these criteria will not be read or graded.

Attach a copy of the page from the textbook that cites the article you chose to summarize. Highlight the citation of your article. Attach a copy of the target article with your paper. If these two documents are not attached, we will not read your paper.

Failure to submit or fulfill any required course component results in failure of the class.

GRADING CRITERIA

- Include a title page that has your NAME, date, paper assignment number (e.g., Paper 1), and the page from the Siegler text where it was cited. In the ‘header’ area of each page of the essay (including the title page), put your N-ID. Your name should NOT appear anywhere else on your paper. (2 points)

- Select an appropriate title for your essay and put this on the title page. The title should describe the topic of your argument. (2 points)

- Use APA format to cite the authors of any conceptual or empirical work that you include in the body of your paper. You do not need to cite any articles except the target article, but you
may choose to cite additional works. You will probably need to cite lecture material or the textbook. Put an APA-formatted reference list at the end of your paper on a separate page. This reference list should include the target article and any other works that you cite. See APA manual or online (http://www.apastyle.org/) for how to cite references in the body of the paper and in the reference list. (6 points)

- Begin your paper with a brief introductory paragraph that describes what the article is about. Show that you can situate a study in a larger conceptual and/or empirical context. What is the real question? You can take your lead from the ‘introduction’ section of the article, but note that you can disagree with the authors regarding the really important issues addressed in the article. This paragraph should also include the hypotheses of the study. (20 points)

- The next paragraph should describe what the researchers did. This description should highlight the design and procedure that are relevant for the results. Weed out irrelevant details. (15 points)

- Another paragraph should describe what the researchers found. You should limit yourself to the critical findings that make the paper important and interesting with regard to your argument. It is not necessary to include numbers. (10 points)

- Next you should describe why the researchers think their findings are important. What was their primary interpretation of the results? (15 points)

- A final concluding paragraph should include your own point of view. You might relate the method or findings to material you learned from lectures or other readings. You might criticize some aspects of the article or highlight some aspects that you think are important but that were not touched on by the authors. This is the section where we want to see use of critical thinking skills so make sure it is not just a summary of the author’s points. (20 points)

- Overall, the paper should flow, avoid psychological jargon, define all technical terms, and be clear, concise and proof read. (10 points)

**Assessment Expectations**

**Grade A:** Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning. Creative work is of a highly sophisticated standard.

**Grade B:** Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research. Creative work is of a superior standard.

**Grade C:** Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level. Creative work is of an acceptable standard.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations. Creative work is of an acceptable standard.

**Grade F:** Unsatisfactory performance in all assessed criteria. Creative work is weak, unfinished or unsubmitted.
NYU Sydney uses the following scale of numerical equivalents to letter grades:

- A=94-100
- A-=90-93
- B+=87-89
- B=84-86
- B-=80-83
- C+=77-79
- C=74-76
- C-=70-73
- D+=67-69
- D=65-66
- F=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

NYU Sydney aims to have grading standards and results similar to those that prevail at Washington Square. At the College of Arts and Sciences, roughly 39% of all final grades are in the B+ to B- range, and 50% in the A/A- range.

We have therefore adopted the following grading guideline: in any non-Stern course, class teachers should try to insure that no more than 50% of the class receives an A or A-. (Stern has a different grading policy that we follow in all Stern courses).

A guideline is not a curve. A guideline is just that: it gives an ideal benchmark for the distribution of grades towards which we work.
**Attendance Policy**

NYU Sydney has a strict policy about course attendance for students. Faculty will not give students permission to be absent for any reason. Students should contact their instructors to catch up on missed work but should *not* approach them for excused absences.

All absence requests must be presented by the student to the Assistant Director, Academic Programs. Wherever possible, requests should be made in advance of an intended absence. In the case of illness, the student should contact the Assistant Director, Academic Programs within three days of the absence or as soon as practicable and provide medical documentation. Faculty will be informed of excused absences by the Assistant Director, Academic Programs.

The faculty will report all unexcused absences to the Assistant Director, Academic Programs, and students’ final grades will be negatively impacted by each such absence. Each unexcused absence will result in the deduction of 3 percentage points from the final grade.

Be aware that absences from class may also impact on the participation grade awarded by your instructor.

Students are expected to arrive to class promptly both at the start of class and after breaks. This attendance policy also applies for classes involving a field trip or other off-campus visit. It is the student’s responsibility to arrive at the agreed meeting point on time.

**Late Submission of Work**

Written work due in class must be submitted to your instructor during classtime.

Late work should be submitted in person to the Assistant Director, Academic Programs during regular office hours (9:00am-5:00pm, Monday-Friday). In the absence of the Assistant Director, Academic Programs, another member of the administrative staff can accept the work in person. Students must also submit an electronic copy of late written work to Turn-It-In within 24 hours.

Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late.

Written work submitted beyond five (5) weekdays after the submission date without an agreed extension fails and is given a zero.

**Plagiarism Policy**

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

All written coursework must be submitted as a hard copy AND in electronic form. All students must submit an electronic copy of each piece of written work to the plagiarism detection software turn-it-in. Instructions will be provided to you in class.
Required Text(s)

Supplemental Texts(s) (not required to purchase)

Internet Research Guidelines
Additional Required Equipment

Week 1
Mon 2/11: Introduction & Ethics (Chapter 1)
- Overview of syllabus
- Ethical issues with human participants
- Vulnerable participants: infants, children, disabled

Tuesday 2/12: The Study of Development (Chapter 1)
- How perceptions of children have changed
- Central issues: Nature/Nurture, Continuous/Discontinuous, Universal/Cultural
- Sources of bias

Week 2
Mon 2/18: Research Methods for Developmental Psychology (Chapter 1)
- Correlational vs. Experimental
- Longitudinal Research
- Reliability and Validity

Tues 2/19: An introduction to Genetics (Chapter 3)
- Genetic control of behavior
- Mechanisms of cell division
- Genotype and phenotype
- Heritability

Week 3
Mon 2/25: Prenatal Development (Chapter 2)
- Stages of development: Germanic, embryonic, fetal
- Prematurity

Tues 2/26: Prenatal Development cont.; Teratogens (Chapters 2 & 3)
- Maternal influences
- Recreational drugs
- Environmental factors
- Paternal influences
Week 4
Mon 3/4: Prenatal Learning (Chapter 2)
- Fetal responsivity, sensitivity and associative learning
- Methods for studying prenatal learning

Tues 3/5: Infant Learning (Chapter 5)
- Classical and operant conditioning
- Contingent reinforcement
- Methods for studying infant learning

Week 5
Mon 3/11: Infant Motor Development (Chapter 5)
- “Reflexes”
- Milestones
- Skills and experience

Tues 3/12: EXAM 1 (Weeks 1-5)

Week 6
Mon 3/18: Memory Development (Chapter 4)
- Information processing system
- Infant, toddler and child memory

Tues 3/19: Suggestibility of children’s memory (Chapter 4)
- Memory for traumatic events
- Ethical and ecological issues for studying suggestibility

Week 7
Mon 3/25: Application of suggestibility research in real-life (article)
McWilliams, Narr, Goodman, Ruiz & Mendoza (2013). Children’s memory for their mother’s murder: Accuracy, suggestibility and resistance to suggestion. Memory, available online.

Tues 3/26: PAPER 1 DUE
Metacognition & metamemory (book chapter)
- Processes of metamemory
- Precursors to metamemory

Week 8
Mon 4/8: Metamemory
- Development through school-aged children
- Application in the education curriculum

Tues 4/9: Piaget: Sensorimotor & Preoperational Stages (Chapters 4, 6-8)
- Introduction to Piaget’s stage theories
- Acquiring mental representations
- Manipulating mental representations
- Perspective-taking, egocentrism
Week 9
Mon 4/15: Piaget: Concrete Operational & Formal Operational Stages (Chapters 4 & 7)
- Domain-general vs. specific knowledge
- Early expertise
- Abstract representation
- Flaws in Piaget’s work

EXAM 2 (Weeks 6-8)
Tues 4/16: Vygotsky (Chapters 4, 8 & 13)
- Zone of proximal development
- Scaffolding
- Collaborative problem solving; Contextual support for learning

Week 10
Mon 4/22: NO CLASS

Guest Lecture:
Dr. Elian Fink

Tues 4/23: Social Cognition (Chapters 5, 7 & 9)
- Infancy and face recognition
- Social referencing
- Theory of mind
- Moral development

Week 11
Mon 4/29: Emotion Regulation
- Disengagement and avoidance
- Temperament
- Social reference in terms of regulation
- Empathy

Tues 4/30: Attachment (Chapter 11)
- Harlow & Bowlby – Attachment Theory
- Human attachment and the strange situation

Week 12
Mon 5/6: Prelinguistic Social Interactions & Language Acquisition (Chapter 6)
- Parsing the speech stream
- Use it or lose it, categorical speech perception
- Motherese, social contingencies
- Course of language acquisition
- Critical/sensitive periods, nature/nurture

Tues 5/7: Gender Concept (Chapter 15)
- Gender constancy
- Gender transgressions and transformations
- Gender-specific behavior

Week 13
Mon 5/13: PAPER 2 DUE
Puberty & Body Growth (Chapters 3 & 15)
- Physical changes in puberty
- Gender differences
- Obesity
Tues 5/14: School Achievement (Chapters 8 & 15)
• Rosenthal effect, self-fulfilling prophecies
• Gender and ethnic differences

Week 14
Mon 5/20: Importance of family on child development (article)

Tues 5/21: Review (Weeks 9-14)

Mon 5/27 9:30-11:00am: EXAM 3 (Weeks 9-14)

Classroom Etiquette
This is a seminar subject and requires active participation. It also requires respectful and engaged discussion, including listening to and respecting other points of view. Eating is not permitted in any classrooms. Please kindly dispose of rubbish in the bins provided.

Required Co-curricular Activities

Suggested Co-curricular Activities

Your Instructor
Dr. Kristina Fritz received her Ph.D. in Developmental Psychology from the University of Sydney in 2011. Prior to this, she lived in America and received an M.A. in Clinical Psychology from the University of Colorado. She is currently working at the University of Sydney Department of Psychiatry as a statistics consultant. Her main research interests are in developmental cognitive psychology, specifically understanding how metamemory develops across early school years.