SURVEY OF DEVELOPMENTAL PSYCHOLOGY: INTRODUCTION

Class code  APSY-UE 9010-001 (13129)

Class Details  Survey of Developmental Psychology: Introduction
Tuesdays 15:30 - 18:45
Location: Room TBA.

Prerequisites

Class Description  This course is designed to give students an overview of developmental psychology following a chronological approach.

The course will cover major theories and research findings on human developmental. Both the classical psychology point of view; as well as the neuroscience approach will be explored during the semester.

The main goal will be to combine a theoretical exploration on human development, with a hands-on experience.

Desired Outcomes  By the end of the semester students: (a) will be familiarized with the major theories in developmental psychology. Moreover, they will be able to criticize and evaluate research methods used in the field of developmental psychology and cognitive neuroscience, (b) will have a wide understanding on the role that socio-cultural contexts can play in human development and, (c) will be able to identify basic developmental milestones and apply these concepts to real life situations.
1. ASSIGNMENTS - 40% OF FINAL GRADE
Students are required to keep a log during the semester. Students will reflect on the information gathered through data collection activities (in or outside of the classroom) and they will relate it to the information presented in the textbook. Students must complete a total of 5 assignments throughout the semester. For each of the five assignments a minimum of two entries in the log will be required. Each entry will be graded. No late assignments will be accepted.

2. FINAL PAPER - 20% OF FINAL GRADE
Students are required to complete ONE GROUP ACTIVITY PAPER (3 to 4 students) that builds on the assignments described above. The applied activity paper requires students to: (1) choose one analysis on which to focus, (2) integrate their individual observations and reflections, (3) use a cultural approach, (4) discuss the integrated information in relation to the text and at least 5 outside sources on the selected topic.

Your grade will be based on the thoroughness of your observations and answers, your understanding of the topic, and the clarity of your written expression (grammar, sentence structure, etc.). Submissions should not exceed 10 pages double-spaced and should consist of the following sections:

- **Abstract**: Brief summary of the work with an extension of 120-150 words.
- **Introduction**: Review relevant literature leading to main research question and/or hypotheses.
- **Methods**: Provide a description of the methodology, including setting, participants, procedure, and coding schemes, if applicable.
- **Results**: Provide a description of the results, whether significant or not.
- **Discussion**: Interpret your results in light of past research (e.g., what do they mean, significance)
- **References**: List bibliographic sources.

APA guidelines must be adhered at all time. Students not familiar with APA writing style are encouraged to purchase the *Publication Manual of the American Psychological Association* (6th Edition). Please read your submission aloud to yourself or to friends to make sure it makes sense and that every sentence in it is a sentence that you personally would say aloud when discussing this topic. Proofread the paper and use your spell checker (computer or human version) before turning it in.

All group members will receive the same grade on the paper. Thus, upon forming groups, group members should work together set the parameters for the group's objectives, structure, and work practices. Students are expected to communicate openly with one another, and to work together in a collaborative and collegiate way. Students are encouraged to submit drafts of their papers, but are required to submit only one final draft.

**Oral Presentations** are meant to be an opportunity to receive feedback from peers, and professor. Presentations should be about 15-20 minutes in length.

Final Papers are due at the beginning of class on the specified date (see calendar below).

3. FINAL EXAM - 30% OF FINAL GRADE
There will be one cumulative final oral exam worth 30% of the final grade. Most of the material covered in the exam will come from the reading and lectures.

4. ACTIVE PARTICIPATION - 10% OF FINAL GRADE
All students are required to be active participants in the course. Active participation is defined...
as the following: attend all classes, complete all assignments within the time frame provided, provide evidence of having read and thought through the material and be active listeners and thoughtful contributors to class discussions.

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

### Assessment Expectations

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

### Grade conversion

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>100-93</td>
<td>A</td>
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<td>92-90</td>
<td>A-</td>
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<td>66-60</td>
<td>D</td>
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<tr>
<td>59-0</td>
<td>F</td>
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### Exams and Submission of work

Final Exam dates cannot be changed under any circumstance.

Mid term exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).

Written work due in class must be submitted during the class time to the professor.

**Final essays must be submitted to the professor in print and electronic copy.** If the student is not in Buenos Aires, he/she must send a printed copy via express postal mail (i.e. FeDEX, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.
**Attendance Policy**

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student’s final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña **within one week** of your return to class.
- A doctor’s note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director of Academic Affairs, María Pirovano Peña (mpp6@nyu.edu).
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Affairs, Maria Pirovano Peña mpp6@nyu.edu.)
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

**Academic Accommodations**

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information. Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Late Submission of Work**

Late work should be submitted **in person** to the Assistant Director for Academics Affairs **during office hours** (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.
Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

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

**Language Courses:** Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time

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**Plagiarism Policy**

**Academic Integrity**

Academic Integrity is intimately related to the teaching and learning process. When writing research papers, you need to keep in mind that plagiarism includes the use of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. It also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear without acknowledgment of the original source.

For formatting in your papers, refer to MLA guidelines.

On matters regarding academic integrity, refer to the section “Academic Standards and Discipline” in the College of Arts and Science Bulletin [http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS](http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS) and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures: [http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity](http://www.nyu.edu/cas/ewp/html/policies___procedures.html#statementacademicintegrity)

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follow the rules on academic honesty and intellectual integrity established by NYU University.

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**Required Text(s)**


All textbooks (electronic and hard copy versions) purchased from the bookstore have free access to the MyPsych Lab website: [www.ablongman.com/mypsychlab](http://www.ablongman.com/mypsychlab). MyPsych Lab is a web-based resource site for students. In addition to study guides and practices tests, the site includes complimentary access to My Virtual Child.

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**Supplemental Texts(s)**

Some chapters of the Wiley Blackwell Handbooks of Developmental Psychology will be included as supplementary class material. These are optional.

1. Blackwell Handbook of Childhood Cognitive Development. Usha Goswami (Editor)

A hard copy of these handbooks will be available in the NYUBA-library.
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<thead>
<tr>
<th>Week 1</th>
<th>February 12</th>
<th>A cultural approach to child development</th>
<th>Chapter 1</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>February 16</td>
<td>Birth and the new born child</td>
<td>Chapter 3</td>
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<tr>
<td>Week 3</td>
<td>February 23</td>
<td>Infancy: Physical and cognitive development</td>
<td>Chapter 4</td>
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<td>Week 4</td>
<td>March 01</td>
<td>Infancy: Emotional and social development</td>
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<td>Week 5</td>
<td>March 08</td>
<td>Genetics and prenatal development</td>
<td>Chapter 2</td>
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<td>Week 6</td>
<td>March 15</td>
<td>Invited Lecture: Dra. Verónica Murta. A trip to a lab</td>
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<td>Week 7</td>
<td>March 29</td>
<td>Toddlerhood: Physical and cognitive development</td>
<td>Chapter 5</td>
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<td>Deadline: After data collection. Assignment 1: Birthing and Infancy</td>
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<td>Week 8</td>
<td>April 05</td>
<td>Toddlerhood: Emotional and social development</td>
<td>Chapter 5</td>
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<td>Week 9</td>
<td>April 12</td>
<td>Early Childhood: Physical and cognitive development</td>
<td>Chapter 6</td>
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<td>Deadline: Before data collection. Assignment 2: Toddlers</td>
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Week 10  
**Early Childhood: Emotional and social development**  
April 15  
Deadline: *After data collection*. Assignment 2. Toddlers

Week 11  
**Middle childhood**  
April 19  
Deadline: *Before data collection*. Assignment 3: Early childhood

Week 12  
**Adolescence**  
April 26  
Deadline: *After data collection*. Assignment 3. Early childhood  
Deadline: *Before data collection*. Assignment 4: Middle childhood

Week 13  
**Emerging adulthood**  
May 03  
Deadline: *After data collection*. Assignment 4. Middle childhood  

Week 14  
May 10  
**Final Papers due**

Week 15  
**Final Exam**  
May 17

**Classroom Etiquette**  
The use of Blackberrys, phones and IPods in class are forbidden

**Required Co-curricular Activities**

**Suggested Co-curricular Activities**