Instructor Information

- Dr. Cecilia Inés Calero
- Office hours are coordinated with the students.
- Email: calero@nyu.edu

Course Information

- Tuesday 15:30 - 18:30
- Borges Room

Course Overview

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 development. Both the classical psychology point of view; as well as the neuroscientific experimental approach will be explored during the semester.

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

Course Goals

Upon Completion of this Course, students will be able to:

- 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
have a wide understanding on the role that socio-cultural contexts can play in human development and identify basic developmental milestones and apply these concepts to real life situations.

Course Requirements

Active participation

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.

Students are required to read approximately one chapter per week (about 40 pages) from the textbook and to take notes from their reading of the chapter. Students can read the chapter before or shortly after the class covering the assigned chapter.

Assignments

- Students are required to complete all assignments.
- Students will reflect 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.
- Each assignment will be graded independently.
- No late assignments will be accepted.

Final Paper

Students are required to complete ONE GROUP ACTIVITY PAPER (Group of 2 to 3 students) that builds on the assignments described above.

The applied activity paper requires students to: (1) choose one topic on which to focus, (2) integrate 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 6 pages double-spaced and should consist of the following sections:

- Abstract: Brief summary of the work (150-200 words).
- Introduction: Review relevant literature leading to main research ideas, question and/or hypotheses. Why did you decide to talk about this topic?
- Discussion: Interpret your results considering past research and information presented in class (e.g., what do they mean, significance)
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, students should work together setting 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 from the professor. Presentations should be about 15 minutes in length.

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

Exams
- There will be 2 in-class exams:
  1 Midterm (written) + 1 Final exam (Oral)
- Most of the material covered in the exam will come from the reading and lectures.
- Exams dates cannot be changed under any circumstance.
- Mid-term exam dates will be scheduled by the professor and it will 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, the professor will decide how the student will make-up the assessment component.
- Written work due in class must be submitted during the class time to the professor.
- Failure to submit or fulfill any required course component results in failure of the class.

Grading
The grade for this course will be determined according to the following formula:
<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final paper</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
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</tbody>
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**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-65</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
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</tbody>
</table>

**View Grades**

- Grades will be send to the students by email.
- No extra credit of any kind is offered in this course.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assignment information and others</th>
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</thead>
<tbody>
<tr>
<td>Week 1, August, 28</td>
<td>Introduction</td>
<td>No essay deadlines/work due</td>
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<tr>
<td>Week 2, September 4</td>
<td>Genetics and prenatal development</td>
<td>No essay deadlines/work due</td>
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<tr>
<td>Week 3, September 11</td>
<td>Birth and the newborn child.</td>
<td>• Discussion on the material presented in class and Guidelines for next class assignment:</td>
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<td></td>
<td></td>
<td>• Assignment 1: ‘What would you advise to a mother and father to be?’</td>
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<tr>
<td>Week 4, September 18</td>
<td>Infancy: Physical and cognitive development</td>
<td><strong>Deadline: Assignment 1:</strong> What would you advise to a mother and father to be?</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion on how to conduct an interview and Guidelines for next class assignment:</td>
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<td></td>
<td></td>
<td>• Assignment 2: What would you ask a DUOLA?</td>
</tr>
<tr>
<td>Week 5, September 25</td>
<td>Infancy: Emotional and social development</td>
<td><strong>Assignment 2:</strong> DUOLA interview during the class</td>
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<td></td>
<td></td>
<td><strong>Guest Speaker:</strong> Oliva Deane</td>
</tr>
<tr>
<td>Week 6, October 2</td>
<td>Toddlerhood: Physical and cognitive development</td>
<td>REVIEW FOR Midterm</td>
</tr>
<tr>
<td>Week 7, October 9</td>
<td>Midterm</td>
<td>Midterm: Written Exam covering topics from Week 1 to 6</td>
</tr>
<tr>
<td>Week 8, October 23</td>
<td>Toddlerhood: Emotional and social development</td>
<td><strong>Deadline: Assignment 2:</strong> DUOLA interview</td>
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<td></td>
<td></td>
<td>Guest speaker: to be confirmed</td>
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<tr>
<td>Week/Date</td>
<td>Topic</td>
<td>Assignment information and others</td>
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| Week 9, October 30 | Early Childhood: Physical and cognitive development | • Discussion on the material presented in class and Guidelines for next class assignment:  
• Assignment 3: Visit to a playground or a Children’s museum. |
| Week 10, November 6 | Early Childhood: Emotional and social development | **Deadline: Assignment 3.**  
• Discussion on the Guidelines for next class assignment:  
• Assignment 4: Interview to a scientist who work in the field of child development. |
| Week 11, November 13 | Middle childhood | Discussion on the videos presented in class and final papers.  
Guest Speaker: To be confirmed  
**Deadline: Assignment 4**  
• Discussion on the material presented in class and Guidelines for next class assignment:  
• Assignment 5: Let’s talk to Argentinean adolescents. |
| Week 12, November 20 | Adolescence | **Deadline: Assignment 5.**  
• Assignment 5: Let's talk to Argentinean adolescents.  
• Discussion: Final papers and Interview |
| Week 13, November 27 | Emerging adulthood | • Assignment 5: Let's talk to Argentinean adolescents.  
• Discussion: Final papers and Interview |
| Week 14, December 4 | Oral presentations | **Deadline: Assignment 5.**  
• REVIEW FOR FINAL EXAM  
• Visit to the Lab |
| Week 15, December 11 | Final Exam | **Deadline: Final papers.** |
Course Materials

Required Textbooks & Materials

- **Course Text and Materials**


  Students can buy the e-book. Students are not required to buy this book, two copies are available at the library. Buying the book is not mandatory to pass the course.

  **IMPORTANT:** Students ARE required to access information regarding the course through NYUClasses (available through NYUHOME). There, students will find important and updated information regarding our course.

  Two tabs are particularly important:

  - **SYLLABUS**, as the name implies, contains important information about the course (e.g., a copy of the syllabus, grading policies and rubrics, and
  - **RESOURCES**, it contains ALL the information about the classes and assignments, lecture slides, instructions for applied assignment, and others will be posted in this tab. [Insert textbook or material name]

Optional Textbooks & Materials

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


  - A hard copy of these handbooks will be available in the NYUBA-library.
  - Also for each class students will receive papers as supplementary material; these papers will be found in the RESOURCES tab.

Resources

- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)
Course Policies

Attendance and Tardiness

- NYU’s Global Programs (including NYU Buenos Aires) must adhere to a strict policy regarding course attendance. No unexcused absences are permitted.

Late Assignment

- Assignments will be accepted only on the specified due date, unless a special request has been arranged, within a week of the original due date. These will be graded on a scale starting at B+ (89).
- Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Academic Honesty/Plagiarism

- 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.
- 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 and to “Statement on Academic Integrity” in NYU Expository Writing Program: Policies and Procedures.
- 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.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Etiquette

- Cell phone use will not be tolerated in this class. Turn off your cell phones prior to entering the class.
- LAPTOPS and TABLETS for note taking are NOT PERMITTED in this class.
• Power point slides will be posted before class and you are free to print and bring those to class to write notes. Please do not be shy about asking from the instructor and/or course assistants what you need to improve your note taking and studying for class.

Why this policy?
Recent studies show that about 42% of the time, students with laptops are multi-tasking (i.e., emailing, texting, shopping, or using social media) during class. Although these students take copious notes, their learning is decreased significantly, and they perform worse (on average) than their non-laptop using peers. Students are often surprised by their poor performance as they have attended class, taken notes and studied. Research also shows that students who are sitting next to those with laptops perform worse than those sitting to students not using laptops. Finally, research also demonstrates that note taking by hand (in class and when reading the assigned chapter) enhances learning of the material. Exam dates and due dates for applied assignments are non-negotiable. No extensions or special arrangements will be made except in cases of illness, personal emergencies, or official religious holidays. The student must contact the professor BEFORE the exam or due date in person, by e-mail, or phone. Written documentation will be requested.

Your Instructor

Cecilia Inés Calero began her college education in the year 2000 at the Facultad de Ciencias Exactas y Naturales - Universidad de Buenos Aires (Buenos Aires, Argentina) and in February of 2006 she obtained her degree in Biological Sciences. During those years she worked at the Chemistry Department and the Physiology and Molecular Biology Department as undergraduate student.

In 2006, she received a scholarship from the Argentinean National Scientific and Technical Research Council (CONICET) and began her doctoral thesis studies at the Instituto de Investigacionesen Ingeniería Genética y Biología Molecular, where, in March 2011, she obtained her PhD in Biological Sciences after studying the redox modulation of inhibitory neuronal receptors.

After finishing her PhD, Cecilia got a postdoctoral scholarship to start the project entitled “Little Teachers” at the Integrative Neuroscience Laboratory under the supervision of Dr. Mariano Sigman. During her postdoc, she became more and more interested in how the ability to teach develops during the first years of life without the need for formal education.

Dr. Calero currently has a position as a researcher appointed by the CONICET and she is the co-director of the Neuroscience lab, Universidad Torcuato Di Tella (UTDT), where she continues the “Little Teachers” project.

She is also a professor at the School of Education (UTDT) and the School of Educational Policy and Educational Management (UTDT).