Survey of Developmental Psychology: Introduction

Class code: APSY-UE 9010-001

Instructor Details
Cecilia Inés Calero
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Office hours: by appointment.

Class Details
Developmental Psychology: Introduction
Tuesdays 15:30 - 18:45
Piazzola Room.

Prerequisites
N/A

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 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.

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
Assessment Components

1. **READING, CLASS ATTENDANCE, & NOTE TAKING**
   **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.

   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.

2. **ASSIGNMENTS - 30% OF FINAL GRADE**

   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.

3. **FINAL PAPER - 10% OF FINAL GRADE**

   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)
   - **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, 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).

3. EXAMS - 50% OF FINAL GRADE
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.

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.

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<th>Grade conversion</th>
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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 Academic Programs, Moira Pérez **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 for Academic Programs, Moira Pérez.
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs, Moira Pérez, moira.perez@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 for Academic Programs, Moira Pérez, moira.perez@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 Programs 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 Programs and will write the date and time of submission on the work, as above.

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.

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.

Plagiarism
**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 APA 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 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

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.

**COURSE TEXT AND MATERIALS**

*Infants, Children, and Adolescents, 8th Edition* (Authors Berk & Meyers) Students can buy the e-book.

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

Two tabs are particularly important:

1. **SYLLABUS**, as the name implies, contains important information about the course (e.g., a copy of the syllabus, grading policies and rubrics, and
2. **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.

**Supplemental Texts(s)**

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.
**Week 1**  
**Introduction**  
August, 29  
No essay deadlines/work due  
Discussion on how grading, assignments and other activities will be conducted during the semester.

**Week 2**  
**Genetics and prenatal development**  
September, 5  
Students are advised to read the corresponding chapter in the book during this week.  
No essay deadlines/work due.  
Discussion on the material presented in class.

**Week 3**  
**Birth and the new born child.**  
September, 12  
Students are advised to read the corresponding chapter in the book during this week.  
Discussion on the material presented in class and Guidelines for next class assignment:  
**Assignment 1:** 'What would you advise to a mother and father to be?'

**Week 4**  
**Infancy: Physical and cognitive development**  
September, 19  
Students are advised to read the corresponding chapter in the book during this week.  
**Deadline: Assignment 1:** What would you advise to a mother and father to be?  
Discussion on how to conduct an interview and Guidelines for next class assignment:  
**Assignment 2:** What would you ask a DUOLA?

**Week 5**  
**Infancy: Emotional and social development**  
September, 26  
Students are advised to read the corresponding chapter in the book during this week.  
**REVIEW FOR Midterm**

**Week 6**  
**Midterm: Written Exam covering topics from Week 1 to 5**  
October, 3

**Week 7**  
**Toddlerhood: Physical and cognitive development**  
October, 17  
Students are advised to read the corresponding chapter in the book during this week.  
**Assignment 2:** DUOLA interview  
**Guest Speaker:** Oliva Deane
| Week 8 | Toddlerhood: Emotional and social development  
October, 24  
Students are advised to read the corresponding chapter in the book during this week.  
**Deadline: Assignment 2**  
**Guest Speaker: Dra. Carolina Gattei - Language** |
|---|
| Week 9 | Early Childhood: Physical and cognitive development  
October, 31  
Students are advised to read the corresponding chapter in the book during this week.  
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 | Early Childhood: Emotional and social development  
November, 7  
Students are advised to read the corresponding chapter in the book during this week.  
**Deadline: Assignment 3.**  
Discussion on the material presented in class and Guidelines for next class assignment: **Assignment 4**: Interview to a scientist who work in the field of child development |
| Week 11 | Middle childhood  
November, 14  
Students are advised to read the corresponding chapter in the book during this week.  
Discussion on the videos presented in class and final papers.  
**Guest Speaker: Dra. Andrea Goldin – Executive Functions** |
| Week 12 | Adolescence  
November, 21  
Students are advised to read the corresponding chapter in the book during this week.  
Discussion on the material presented in class and Guidelines for next class assignment: **Assignment 5**: Let’s talk to Argentinean adolescents.  
**Deadline: Assignment 4** |
| Week 13 | Discussion: Final papers.  
November, 28  
**Assignment 5**: Let’s talk to Argentinean adolescents. |
| Week 14 | Emerging adulthood  
December, 5  
Students are advised to read the corresponding chapter in the book during this week.  
**Deadline: Assignment 5.** |
REVIEW FOR FINAL EXAM

Week 15

Final Exam

December, 12

Deadline: Final papers.

Classroom Etiquette

The use of Blackberrys, phones and IPods in class is forbidden.

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.

No extra credit of any kind is offered in this course.

Required Co-curricular Activities

Visit a playground or a Children's museum.

Suggested Co-curricular Activities

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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 Investigaciones en 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 Psychology, UBA), the School of Education (UTDT) and the School of Educational Policy and Educational Management, (UTDT).