

New York University, Department of Psychology
Developmental Psychology Spring 2011
 Syllabus Version 01

V89.0034 Cantor Rm 101 Tuesday & Thursday 11:00-12:15 a.m.

PROFESSOR

	Office Hours	Office	Phone	Email/Web
Karen Adolph	Tues 12:30-1:30	Meyer 410	998-3552	karen.adolph@nyu.edu http://psych.nyu.edu/adolph

TEACHING ASSISTANTS

	Office Hours	Office	Email
Rachel Eakley	Wed 5:00 – 6:00	Meyer 304	ree241@nyu.edu
Lana Karasik	Tues 8:00 – 9:00	Meyer 411	lbk224@nyu.edu

TEXT (RECOMMENDED BUT NOT REQUIRED)

Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How children develop (3rd ed)*. New York: Worth Publishers.

Copies of the text are on reserve in the library.

The text supplements rather than duplicates the lectures; material in lectures is not delivered in the same order as in the text chapters. The page numbers on your syllabus link the lecture material to the textbook.

You will need to use the text to write your paper assignments.

BLACKBOARD

The syllabus is available on blackboard. It is subject to change, and I may post revised versions periodically. Course announcements and grades will be posted on blackboard. Lecture notes will be posted AFTER the lectures. Example papers are posted on blackboard.

RECITATIONS

Section	Day	Time	Place	TA
002	T	8:00 – 9:15 am	Waverly 370	Rachel
003	R	8:00 – 9:15 am	Silver 709	Lana
004	M	3:30 – 4:45 pm	Bobst LL 151	Lana
005	W	3:30 – 4:45 pm	Silver 508	Rachel
006	T	9:30 – 10:45 am	48CS 110	Lana
007	R	9:30 – 10:45 am	Bobst LL 151	Lana

Recitations are *optional*, not mandatory. You can go to the section of your choice, but once you choose a section, please continue to attend that section so your TA can get to know you. If you miss your scheduled recitation, you may go to a different one. If you would like additional help, you may go to multiple recitations. TAs will offer review sessions in the week before each exam and go over exams in the week following grading of each exam. In addition, TAs will answer questions about lectures and text material, provide additional information, and help you to plan and write your papers.

ATTENDANCE AT LECTURES

You are responsible for all material and announcements given in class. You will not be able to do well on the exams without attending the lectures since the exams are based on lecture material. While the

textbook can supplement the lecture material, it does not duplicate the lectures, and exams are not based on the text. We will not give you lecture notes BEFORE the lectures, but we will post lecture notes AFTER the lectures.

COURSE OBJECTIVES

- You will learn how children behave at various points in development and how their behavior changes from infancy to adolescence. Children are fascinating, both for their amazing competencies and their equally amazing lack of abilities.
- You will learn some of the ways that psychologists conceptualize development and understand the strength and scope of several major theories. You will see that no single theory provides the whole story and competing theories provide different explanations for the same phenomena.
- You will become versed in developmental methods and be able to think about children's behavior using the tools of the trade. Many research methods and terms overlap with other areas of psychology but some techniques were devised specifically to address developmental issues or to obtain data from noncompliant, nonverbal subjects.
- Perhaps most important, you will be able to relate the facts, theories, and methods of developmental psychology to everyday problems and real world concerns. This course should give you a scientific basis for understanding your own childhoods, caring for your own children, and considering social policy and norms.

REQUIREMENTS & EVALUATION

75% of your final grade is based on your best three grades of four exams, and 25% of your final grade is based on your best grade of two paper assignments. Each exam (including the cumulative final) is weighted equally. We will give three exams during the semester and one final exam. Your lowest exam score will be dropped. This means that you can skip the final exam, or you may skip/drop one of the first three exams and take the final. The two paper assignments are due during the semester. Your lowest paper grade will be dropped. That means that you can skip the second paper or skip/drop the first paper and write the second paper.

The **FINAL EXAM** will be administered on **Thursday, May 12, 10:00 – 11:50 AM**.

The exams require you to apply what you learned in lectures to new material. Research methods and major concepts are cumulative and will be tested on each exam. For the first three exams, research findings and theories that are specific to certain topics are not cumulative. The final exam is cumulative and will include material from throughout the semester. The text will help you to study for the exams, but the material is taken from lectures.

All exam questions are multiple choice. Bring a #2 pencil and eraser for the scantron bubble sheets.

The papers require you to summarize empirical research and to 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.

The grading scale is 93-100%=A, 90-92%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 73-76%=C, 70-72%=C-, 67-69%=D+, 60-66%=D, 0-59%=F. We do not grade on a curve.

No Make-Up Exams Or Papers

There are no make-up exams or papers!!! If you miss two of the four exams, a 0 will be entered into the calculation of your exam grade. If you miss one paper, a 0 will be entered into the calculation of your paper grade. If you miss three of the four exams, two 0s will be entered into the calculation of your final

grade, and if you miss both papers, two 0s will be entered into the calculation of your final grade.

The final exam will be administered at the scheduled final exam date and time. It is not negotiable. Please plan your summer vacation accordingly.

No Extra Credit

There is no extra credit. We will be happy to help you to prepare for exams and are delighted to help you with your papers. Please come to recitations and office hours.

No Cheating Or Plagiarism

Students who cheat or plagiarize will receive a 0 for the assignment, and I will alert your department chair and dean. Cheating or plagiarizing include: (1) copying answers from another student's exam, (2) copying ideas or words from another student's paper, and (3) copying ideas or words from a published source without appropriate citation.

RESEARCH PARTICIPATION (SEE DOCUMENTS ON BLACKBOARD)

This course includes a research participation requirement, consisting of either participating in 2 hours of studies in the department or writing a paper on methodology. See documents on blackboard for your specific options and departmental requirement. Students not fulfilling this requirement will receive an incomplete grade.

I do not offer the option of extra credit for an additional hour of research participation.

You must turn in the consent form to your TA. After you have completed your hours at the end of the semester, please return the research evaluation form. You should keep your paper copy of your participation as assurance.

The relevant documents are on this webpage: <http://www.psych.nyu.edu/research/required.html>

The relevant documents for advanced students are:

2. "LabChoiceAdvJan09" – please ask students to complete and return this form
4. "StudentGuideAdvJan09"
9. Parental Permission forms – for students under 18 years of age
10. "StudentPartic" – to be taken to experiments and signed by the experimenter

Students sign up for experiments on-line, using the experiment management system, Sona. The URL for Sona is <http://nyu-psych.sona-systems.com/>. The user ID and password for Sona are the student's NYU Net ID (located on the back of the NYU ID card). Detailed information is available in the Student Guide for Advanced Students (item 4 above).

If you have questions or problems, please contact Catharine Lennon at psych.subjects@nyu.edu.

PAPER ASSIGNMENT GENERAL GUIDELINES

Sample papers are posted on Blackboard.

25% of your final grade will be based on 1 of 2 papers. Thus, you have 2 opportunities to write a beautiful paper and to get feedback from your earlier attempt. A hard copy of the paper is due at the beginning of class on the due dates. Do not email us your papers because we will not read them. Late papers (turned in after the beginning of class) will not be graded. You may turn in papers early.

Please follow directions and pay attention to the point structure.

If you write 1 paper, it can be from any of the 3 units in the course (1) prenatal/perceptual/motor, (2) cognitive, or (3) language/social. If you write 2 papers, they must be from 2 **different** units. You can

determine the unit based on lecture topic and the match to chapters in the text. You can verify with TAs and instructor.

Citations And Quoting

Typically, in science papers, authors' words are not quoted verbatim. In your paper, you will not need to quote an author's words. Instead of quoting, shut the article or the textbook, rephrase the author's idea into your own words, and cite the source of the idea. **You will lose points for quoting.** Any idea that is not common knowledge or common sense must be cited. You can consult the APA manual for guidance on appropriate citations or ask TAs or Dr. Adolph.

You do not need to cite any material except the target article, but you may choose to cite from lecture, the Siegler textbook, or peer-reviewed journal articles. Unacceptable "expert" sources are pop psychology books, other textbooks, web sites, magazines, newspapers, and television. Expert sources are published empirical evidence or theoretical claims by developmental psychologists that can be used to support your arguments.

Format your citations and reference list according to APA guidelines. TA's can help you with APA format during recitations.

Examples of appropriate format for citations in the body of your essay include:

Gibson and Walk (1960) found that most infants avoid the edge of a precipice. However, avoidance responses may be linked with the duration of infants' crawling experience (e.g., Campos, Bertenthal, & Kermoian, 1992).

If you have not read the original source, but only read about it in a secondary source (e.g., your textbook), you should cite it like this:

Gibson and Walk (1960, cited in Siegler, DeLoache, & Eisenberg, 2006) found that most infants avoid the edge of a precipice. However, avoidance responses may be linked with the duration of infants' crawling experience (e.g., Campos, Bertenthal, & Kermoian, 1992, cited in Siegler, et al., 2006).

If you have not read the original source, but only heard about it in one of my lectures, you should cite it like this:

Gibson and Walk (1960, cited in Adolph, 2011) found that most infants avoid the edge of a precipice. However, avoidance responses may be linked with the duration of infants' everyday locomotor experience (e.g., Campos, Bertenthal, & Kermoian, 1992, cited in Adolph, 2011).

If you would like to cite material from one of my lectures, but I did not give author names and/or dates, you should cite it like this:

Researchers found that avoidance at the edge of a precipice is linked with infants' everyday locomotor experience (cited in Adolph, 2011).

Note, if you cite a secondary source (from text or lecture), you do not need to include the original citation in your reference list.

Examples of appropriate format for citations in the reference list are:

- Adolph, K. E. (2011, February). *Motor development*. Lecture presented to the Developmental Psychology course, New York University, NY.
- Campos, J. J., Bertenthal, B. I. & Kermoian, R. (1992). Early experience and emotional development: The emergence of wariness of heights. *Psychological Science*, 3, 61-64.
- Gibson, E. J. & Walk, R. D. (1960). The "visual cliff". *Scientific American*, 202, 64-71.
- Siegler, R., DeLoache, J., & Eisenberg, N. (2006). *How children develop* (3rd ed). New York: Worth Publishers.

Spelling, Typos, Sexist Language

Use a spell checker and proofread. You will lose points for **every** instance of a misspelled word including: its/it's, their/there/they're, ensure/insure, and affect/effect.

You will also lose points for **every** instance of sexist language. APA style suggests use of plurals (children/their/they) rather than masculine (the child...his...he) or feminine (the child...her...she), the awkward compromise he/she his/her, or referring to children as "it." You should only use gender-typed pronouns when you are referring to a particular researcher (e.g., Piaget, his theory) or a particular child (Little Albert, his fear).

If you have questions regarding appropriate APA format or language, ask your TA's or Dr. Adolph.

Paper Assignment: ARTICLE SUMMARY

Follow "Paper Assignment General Guidelines" described above. See 4 example essays posted on blackboard. Come to recitations and office hours with questions about your papers.

Find one empirical article cited in the relevant chapters of the Siegler textbook for lectures in the appropriate unit in the course. 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 through 3). Do not select the same article as the examples that we posted on BB. 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.

Your paper should be clear and concise, without spelling or grammatical errors, and carefully organized into essay format. Papers should be 1-2 double-spaced typed pages of text, excluding title page and references. Use 11-point font in Helvetica or Arial. Use 1-inch margins on top, bottom, and sides of each page. We will not read more than 2 pages, papers with smaller than 1-inch margins, papers that are not double-spaced, or papers that have fonts other than Helvetica or Arial 11-point.

Attach a Xerox of the page from the Siegler text that cites the article you chose to summarize. Highlight the citation of your article. We will not read your paper without knowing where you found it in the Siegler text.

Attach a copy of the target article with your paper. We will not read your paper without a copy of the target article.

Grading Criteria

- So that we can grade your essay blind, put your name on a title page, with the date, paper assignment number (e.g., Paper #2), and page from Siegler text (1 pt). In the "header" area of each page of the essay, put your N-ID (1 pt).
- Select an appropriate title for your essay (2 pt). Make up a new title that describes the topic or your argument. Do not simply call your essay, "Review of Whoever's Article."
- Use APA format to cite the authors of any conceptual or empirical work that you include in the body of your essay (4 pts). 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-format reference list at the end of your paper on a separate page (2 pts). This reference list should include the target article and any other works that you cite. See syllabus and APA manual for how to cite references in body of paper and in the reference list.
- Begin your essay with a **BRIEF** introductory paragraph that describes what the article is about (10

pts). 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.

- Write a second **SHORT** paragraph that describes what the researchers did (20 pts). This description should highlight the design and procedure that are relevant for the results. Weed out irrelevant details. You can take your lead from the “current study” (found just before the “method” section) and “method” sections of the article.
- Write a third **PITHY** paragraph that describes what the researchers found (20 pts). You should limit yourself to the critical findings that make the paper important and interesting with regard to your argument. You can take your lead from the “results” section of the article and from the summary paragraphs in the “discussion” section.
- Write a fourth **SUCCINCT** paragraph that describes why the researchers think their findings are important (10 pts). What was their primary interpretation of the results? You will find the authors’ interpretation of the results in the “discussion” section of the article.
- End your essay with a clear and **CONCISE** concluding paragraph that describes your own point of view (20 pts). You might relate the method or findings to material that you learned from lectures. You might criticize some aspect of the article. You might highlight some aspect of the article that emphasizes its importance in a way that was not covered by the authors. You might suggest another way to study the question or ways to improve the study or to follow-up on the findings. Other options are also possible. You should demonstrate your facility with the material and your ability to integrate and generalize what you have learned in the unit.
- Write beautifully (10 pts). Avoid psychological jargon and define all technical terms. Remember, you will lose 1 point for each spelling error and each use of sexist language, so proofread your work.

COURSE OVERVIEW

Part 1: Methodological Foundations, Prenatal Development, & Perceptual-Motor Development

Part 2: Cognitive Development

Part 3: Language & Social Development

LECTURE TOPICS & READINGS

(1) Tues 1/25	INTRODUCTION & ETHICS [Chapter 1] Overview of syllabus Ethical issues with human participants Informed consent in infants, children, & adults; Deception & debriefing Risk/benefit ratio; IRB Population represented as “normal”
(2) Thurs 1/27	THE STUDY OF DEVELOPMENT [Chapter 1] Central issues: Nature/nurture; Origins & change mechanisms How theories guide observations Reliability & validity Sources of bias (experimenter, subject, race, sex, cultural)
(3) Tues 2/01	RESEARCH STRATEGIES FOR COLLECTING DATA [Chapter 1] Amount of control (naturalistic, interviews, correlational, quasi-experimental, lab experiments) Number of participants (case studies & samples) Timing of observations (cross-sectional, pre/post, longitudinal, microgenetic); Cohort effects; Age held constant designs The age error & sampling error
(4) Thurs 2/03	FETAL DEVELOPMENT, BRAIN, BIRTH, & PREMATURITY [Chapter 2] "Stages" of fetal development Childbirth

	Prematurity; Disorders associated with prematurity
(5) Tues 2/08 Guest Lecturer: John Franchak	TERATOGENS [Chapter 2, Chapter 3] Chromosomes & genes; Situated genetic material Illustrations of $G \times E = P$: PKU, Conjoined twins Teratogenic effects at different points in fetal development: Thalidomide; FAS
(6) Thurs 2/10	FETAL & NEONATAL RESPONSIVITY & LEARNING [Chapter 2] Animal models of uterine life Fetal responsivity, sensitivity, & associative learning Fetal movements
(7) Tues 2/15 Guest Lecturer: Kasey Soska	INFANT LEARNING [Chapter 5] The “competent infant” (looking, sucking, kicking, etc.) Classical & operant conditioning Contingent reinforcement Habituation; VOE; Eye-tracking
(8) Thurs 2/17	PREFERENTIAL LOOKING, FPL, & CROSS-MODAL PERCEPTION [Chapter 5] Preferential looking, FPL Cross-modal matching; Effects of training
(9) Tues 2/22	INFANT MOTOR DEVELOPMENT [Chapter 5] Milestone metaphor “Infantile Reflexes” Onset ages & experience Skill & experience
(10) Thurs 2/24	THE WHOLE INFANT [Chapter 5, Chapter 10] Multiple, interacting domains of development; embodied and embedded Head-mounted eye-tracking Fear of heights or detecting threats to balance? Using social information to guide action
(11) Tues 3/01	EXAM 1 (Classes 1 - 10)
(12) Thurs 3/03	MEMORY [Chapter 4] Infant memory Autobiographical memory Suggestibility of children’s memory Ethical & ecological issues for studying suggestibility Memory for traumatic events: Eye-witness
(13) Tues 3/08	SENSORIMOTOR INTELLIGENCE [Chapter 4, Chapter 5] Piaget; Stage theories Schemes, assimilation, accommodation, equilibration Acquiring mental representations Reliability/validity: Imitation
(14) Thurs 3/10	PAPER 1 DUE SENSORIMOTOR INTELLIGENCE [Chapter 4, Chapter 5] Reliability/validity: Object permanence; Object search Perseveration
(15) Tues 3/22	PRE-OPERATIONS: APPEARANCE/REALITY & THE BIRTH OF SYMBOLS [Chapter 4, Chapter 6, Chapter 7] Manipulating multiple representations “Cold-blooded” Piagetian tasks Perspective-taking & egocentrism; 3 mountains; Appearance/reality; Class inclusion; Conservation Symbols: Scale models; Scale errors

(16) Thurs 3/24	CONCEPTUAL DEVELOPMENT "THEORY" THEORY [Chapter 4, Chapter 7] The problem with preschoolers: Domain general vs. specific knowledge Theory theory Domain-specific knowledge; Early expertise
(17) Tues 3/29	FORMAL OPERATIONS [Chapter 4, Chapter 7] Abstract representations Decalage; Partial knowledge & knowledge in transition; Gesture/speech mismatches
(18) Wed 3/31	EXAM 2 (Classes 11 – 17)
(19) Tues 4/05	VYGOTSKY [Chapter 4, Chapter 8, Chapter 13] Zone of proximal development; Scaffolding Collaborative problem solving; Contextual support for learning Dynamic testing
(20) Thurs 4/07	SOCIAL COGNITION [Chapter 5, Chapter 7, Chapter 9] Theory of mind Reading intentions; Gaze following
(21) Tues 4/12	ATTACHMENT [Chapter 11] Constructs, indices, operational definitions Contact comfort; Proximity seeking; Ultrasonic vocalizations Strange situation & culture Deprivation & attachment
(22) Thurs 4/14	PRELINGUISTIC SOCIAL INTERACTIONS & SPEECH PERCEPTION [Chapter 6] Parsing the speech stream Use it or lose it; Categorical speech perception; Talker-specific info; Motherese; Social contingencies; Still face
(23) Tues 4/19	LANGUAGE ACQUISITION [Chapter 6] Babbling Course of language acquisition Second language acquisition Nature/nurture; Critical/sensitive periods
(24) Thurs 4/21	PAPER 2 DUE GENDER CONCEPT [Chapter 15] Gender constancy Gender transgressions & transformations
(25) Tues 4/26	GENDER-SPECIFIC BEHAVIOR [Chapter 15] Sources of sex-role development and gender differences; Biological influences; Social influences; Parents' expectations; Cognitive influences Same-sex self-segregation
(26) Thurs 4/28	PUBERTY & BODY GROWTH [Chapter 3, Chapter 15] Episodic growth Physical changes in puberty Obesity
(27) Tues 5/03	SCHOOL ACHIEVEMENT [Chapter 8, Chapter 15] Rosenthal effect; Self-fulfilling prophecies Helpless/mastery orientations Gender & ethnic differences in school achievement; "And Still I Rise"
(28) Thurs 5/05	EXAM 3 (classes 19-27)
(29) Thurs 5/12 10:00 - 11:50 AM	FINAL EXAM 4 (classes 1-27)