

Psychology 5376

Developmental Psychology

Fall 2014

Tuesdays and Thursdays: 10:30- 11:50
Education Room 108

Dr. Ana I. Schwartz

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Psychology 110

747-7365

Office hours: T R 9-10

Course Objectives:

In this course we will examine development from infancy to older adulthood.
The course is designed to meet the following objectives:

General Learning Objectives

- Students will improve their ability to present summaries of scientific studies to an audience of their peers
- Students will improve their ability to formulate critical thinking questions that encourage discussion
- Students will recognize developmental issues that are relevant to their discipline of study
- Students will recognize the interactive contributions of biology and the environment on developmental milestones and outcomes

Specific (content) Learning Objectives:

- Students will learn the theoretical history that shaped current theories of development and learning and how the socio-historical context of a theory influences its major tenets.
- Students will learn major milestones and processes of early brain development
- Students will learn how memory develops and changes from infancy to late adulthood
- Students will learn how language develops in the earliest years of human life
- Students will learn the various social skills that develop from infancy to adolescence
- Students will learn about emotional and temperamental dispositions

We will cover the following broad areas of development:

- I) Epistemological perspectives on development
- II) Brain development
- III) Cognitive development
- IV) Language Development
- V) Social-Emotional Development

My primary objective of this course is that each student is able to view the different “areas” of development as an integrated whole. More specifically, students should develop a sophisticated understanding of the major questions and themes that tie different areas of developmental research. A second and closely related objective is that each student critically analyzes seminal theories, perspectives and studies within the area of developmental cognitive neuroscience. These objectives can only be carried out through the continual and active participation of students in in-class discussions and presentations. Therefore this course is heavily focused on in-class interactions. Indeed, these interactions are what make upper level graduate courses particularly enjoyable and intellectually stimulating.

Evaluation components

Reader Leader Summaries:	25%
Discussion Questions:	25%
Quizzes:	25%
Presentations:	25%

****Absence Penalty****

The first absence has no penalty. After that, each absence will lead to a 5 point deduction from those earned from discussion questions.

Description of components

Reader Leader Summaries: Will be the classroom “expert” on a peer reviewed article. The student will create a bulleted summary of the reading for all class members. The student will orally present the major findings from the study with his/her own critical analysis. The student will direct open ended discussion questions to the class.

Grading criteria:

- (1) One page summary (Front and Back)
- (2) Bulleted summary (phrases)
- (3) Not reading from summary
- (4) Critical analysis
- (5) Discussion questions

Discussion Questions: For any week that a student is NOT reader leader, he/she will submit two discussion level questions to the professor by 6pm on the Sunday before the week that those readings are covered. Clarification questions do not count towards the 2 question minimum.

Grading criteria:

- (1) Questions are answerable- do not require expertise beyond that of peers in the classroom
- (2) Questions are not simply clarifications
- (3) Questions are not already answered in the reading
- (4) Questions pertaining to “evolutionary purpose” are kept at a minimum
- (5) Questions do not ask for speculative opinions
- (6) Questions are written without typos
- (7) Questions are clearly written
- (8) Questions are included in the body of the email (not as an attachment)

Quizzes: During the week in which a topic is first introduced a quiz will be given that covers the content presented in lecture and the book.

Presentations: Students will select a particular area of development that most interests him/her. The student will then do a literature search to determine what the seminal papers in that area of focus are. This will take the form that is similar to the “background research” section of a scientific talk.

Grading criteria:

- (1) Appropriate number of seminal studies are summarized (3-5, more if it is kept succinct)
- (2) Presentation is thematic, not just a simple listing of studies
- (3) Presentation style is engaging- not reading from notes
- (4) Presentation includes critical analysis
- (5) Information is presented that is not included in the text or lectures

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as one’s own. And collusion involves collaborating with another person to commit an academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

TENTATIVE SCHEDULE

Week1-3: August 22-24	Perspectives on development I
Week 4-5	Brain development
Week 6-7	Behaviorism and Basic learning theories of dev.
Week 8- 10	Cognitive Perspectives and Memory development
Week 11-12	Social-Learning theories and social/emotional development
Weeks 13-14	Individual differences

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