Spring 2014

T & Th Time: 3:25pm-4:40pm

Personnel

Jennifer Roche, Ph.D.
(Call me: Jenny or Dr. Roche)
Office: Meliora 402
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Office Hours: by appointment only

Jennifer Merickel (TA)
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Santiago Alonso-Diaz (TA)
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Regular TA Office Hours: by appointment
Exam Office Hours: TBD
TA Review Sessions: TBD (Posted in Announcements on Blackboard)

Required Text and Online Systems


Course Overview & Objectives

1. Human development will be covered based on perceptual, cognitive, and behavioral mechanisms critical to human cognition.
2. The material presented will be used to strengthen your own knowledge about cognitive development as it relates to theory, as well as your own real world experiences with development.
3. Activities required for this class will be used to strengthen your own knowledge about cognitive development, as well as your ability to critically assess developmental, psychological and neuropsychological research.

Assignments & Grading

Section Grade: 75% of total grade (each section 25%)

- Quizzes: 23% of Exam Section
- Review Days: 2% of Exam Section
- Exams: 75% of Exam Section

Group Presentation: 25% of Total Grade

Letter Grade Percentage Needed
A 100-89.5
B 89.4-79.5
C 79.4-69.5
D 69.4-59.5
E 59.4-0

**Quizzes.** On the last day of a lecture topic, you will be presented with a set of questions that will be answered in class using the Tophat system. Quizzes will occur within the last 25 minutes of class. Everyone will be required to remain in the classroom until 1) every student has completed the quiz or 2) at 4:40pm. Quizzes must be submitted before the close of class time and reflect only the student's individual thought. Quizzes submitted after the close of the class time will be given a zero. If you are unable to attend the quizzes in class due to a documented illness or disorder, please contact CETL to set up an alternate time to take the quiz. If the quizzes (or exam) falls on a religious holiday, you are required to inform the instructor in writing at least one week in advance of the scheduled quiz date for an alternative quiz (or exam) to be prepared for you. If you do not inform the instructor at least one week in advance of the scheduled quiz or exam date, no make-up will be offered.

**Review days.** A review day is scheduled before each Exam. These review days are meant to help you prepare for the exam and give those exempt from the exam to get extra exposure to the material. Attendance on the review day is MANDATORY (even if you are exempt from the last exam) and is worth 2% of the exam section grade.
**Exams.** There will be three exams over the course of the semester. Exam questions will include approximately 3 short answer questions, and approximately 30 multiple-choice questions. Multiple-choice questions will include a subset of questions from the quizzes, questions from review sessions, and new questions. At the end of each of the chapters for the exam, if you received an average of no less than 90% on your quizzes for the corresponding course section, then you will have the option to be exempt from that section's Exam. If you have the option and choose to be exempt from that section's exam, then your Exam grade will be the average of the course sections quiz scores. If you choose to take the Exam, then your Exam grade will be updated with the new score (regardless of your quiz grade).

**Group Presentations.** There will be 4 days of group presentations occurring after Exams 1 and 2. You will be assigned to a group of 4+ other students. Your group will be 1) assigned a general topic related to the Development of Mind and Brain, 2) required to find a peer reviewed journal article based on that topic (ranging between 7-14 pages), and 3) provide a synopsis of the paper in a power point presentation to the class, on your assigned day. Find the instructions for the assignment on [blackboard](#).

**Miscellaneous**

**Lecture Slides.** Lecture slides will be posted at least half an hour before class in .pdf format. For easy note taking for Mac users, download the free notation software SKIM to take notes. Windows users, I will have to check into it.

**Email & Discussion Board.** The TAs and I feel more comfortable contacting us if you have very specific questions regarding the course or a specific issue they would like to discuss that would be inappropriate to share in front of the class (e.g., illness or setting up a meeting with one of us). During the week, we will make every effort to reply to e-mails within 24hrs. I will also announce in class if there are times that we will be less available (e.g., out of town) so that students can take that into account.

An alternative manner to contact us will be to post your question on the discussion board made available to you via blackboard: [Discussion Board\Forum: Course Content Questions.](#) You may anonymously post your questions about quizzes, Exams, confusing topics in class. It is likely that if you have the question, many other students will as well. We will try to answer each question within a 24 hour period. When posting anonymously, students are also required to behave maturely while using the discussion board. If anyone acts inappropriately (e.g., being rude or bullying) to the instructor, TAs or another student, the anonymous option will be taken away and you will be identifiable by your name when you ask a question.
Extra Credit. There will be 3 types of opportunities for students to obtain extra credit in the course:

1. In class opportunities.
2. Annotated Bibliography: After each exam, students are welcome to submit one review of a research article related to the topics discussed prior to the exam section. You may find the document: Annotated Bibliography Form.doc on blackboard under the extra credit assignments. You must follow the directions on the document or your extra credit will not be graded. You will receive feedback on the form you submit, and will be able to receive up to 5 extra points towards your final exam.
3. Exam Corrections: Once you receive your final exam back, you will be able to see the questions you got wrong. You may set up an appointment with one of the TAs to discuss those questions. If you can explain to the TA why your answer was incorrect, then you will receive quarter of the point back to be applied to your final grade. You must have all your answers ready, on the same day for the TAs to assess which points you will receive partial credit for.

Make-up Policies. Quizzes can NOT be made up. If you must miss a quiz, you will be required to take the exam. No ifs, ands or buts about it. No make-ups. Don't even ask, unless of course, a quiz or exam falls on a religious holiday. In that case, please inform me no later than 1 week before the quiz/exam is scheduled in order to prepare a time and place for you to take the exam.

Academic Honesty, Cheating & Plagiarism. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The term "academic misconduct" includes, but is not limited to, all acts of cheating and plagiarism as defined herein. Please refer to the University of Rochester's Code of Academic Honesty: http://www.rochester.edu/College/honesty/, for the treatment of related offenses. You are expected to uphold the highest standards of academic honesty.

Center for Excellence in Teaching and Learning. Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. If you need to take a quiz or exam via CETL, it is your
responsibility to contact CETL to arrange times to take your quizzes and exams. If you do not have this taken care of before the first quiz or exam, you will not be allowed to make either up. Students who require assistance in how to take notes, to study for exams, or to write clearly should also contact CETL. More details can be found at: http://www.rochester.edu/college/cetl/. CETL coordinates reasonable accommodations for students with documented disabilities.

Diversity Statement. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Academic courses will aim at providing opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation as they can be related to course content. The University of Rochester has adopted policies prohibiting discrimination based upon race, sex, disability, or sexual orientation. In addition, the American Psychological Association has explicit policies regarding the issues of and writing about race, gender, class, sexual orientation, disability, ethnicity, and religion. You may find information on these standards in the APA Publication Manual or on the APA webpage: http://apa.org/pi/oema/.

Electronic Communication. Course announcements as well as consultation with the instructor may occur via e-mail/blackboard. Each student must maintain an e-mail account and is responsible for notifying the instructor if their e-mail address changes during the term.