Human Development

Course Code
APSY-UE 9020 and APSY-UE 9021/APSY-UE 9022/APSY-UE 9023

Instructor Details
Dr. Nana Akua Anyidoho
na46@nyu.edu

Office Hours
Thursday, 1-2 pm

Class Details

Human Development
Thursday, 10am - 1 pm

Class Description
This course introduces students to human development across the lifespan. The course will discuss the major theories that explain our biophysical, cognitive, emotional and social development through the various life stages—prenatal, childhood, adolescence, and adulthood.

The class format will include lectures, class discussions, videos, and student presentations.

Desired Outcomes
The learning goals for students are

o to identify and be able to explain the major theories of human development;

o to explore the extent of continuity and change in a person’s life trajectory;

o to appreciate the interaction of ‘nature’ and ‘nurture’ in shaping human development throughout the life span, with particular attention to socioeconomic setting, family background and culture as aspects of ‘nurture’;

o to explore the interaction of home, school and the wider social setting on human development;

o to identify in real life settings (including through classroom observation) the developmental processes discussed in class;

o to critically apply what is learnt to educational policies and practices.

Assessment Components
ATTENDANCE AND CLASS PARTICIPATION: Students are expected to attend all classes (an attendance register will be kept) and to actively participate in class discussion and assignments. 10%

HOMEWORK & IN-CLASS EXERCISES/QUIZES: 10%

IN-CLASS PRESENTATIONS: Each student will give two presentations relating to any aspect of that week’s topic and based on at least one empirical paper. This is an opportunity for students to delve deeper into an aspect of development that interests them, or to investigate questions raised by the readings. The presentation should provide an overview of the methods and findings of the articles read, and should
make a connection to class discussions and readings. The presentation should be
accompanied by a 2-page, double-spaced paper turned in the day of class. 10%

FIELD OBSERVATION PAPER: Each student will produce a 3-page double-spaced
paper in which they make connections between their classroom observations, and
the theories of human development discussed in class. The specific topic of the
paper will be chosen by the student in consultation with the instructor. 20%

MIDTERM: A mid-term will be given approximately halfway through the semester,
and will cover all assigned readings and all discussions in class up to the date of the
midterm. 20%

FINAL EXAM: The final exam will cover assigned readings and discussions up to the
date of the final exam. 30%

NOTE: These are the only basis of assessing your performance in this course.
NYU-Ghana policy does not permit extra work for extra credit.

**Assessment Expectations**

**Grade A:** Consistent evidence of understanding of the course content that goes
beyond class readings and discussions, and displays independent and analytical
thinking. Written work (i.e. assignments and exams) is very well-organized, clear
and generally free of grammatical errors or spelling mistakes. Consistent and active
participation in class discussions. All assignments are passed

**Grade B:** Evidence of understanding of the course content (readings and class
discussions). Written work is generally well-organized, clear and with few
grammatical errors and spelling mistakes. Active participation in class discussions.
At least 4 of the 5 assessments are passed, including the final exam.

**Grade C:** Inconsistent evidence of understanding of the course content (readings
and class discussions). Written work is not well-organized, lacks clarity, and has
many errors. Some participation in class discussions. At least 4 of the 5 assessments
are passed, including the final exam.

**Grade D:** Partial understanding of the course content. Written work is incoherent,
unclear and contains many errors. Little participation in class discussions. At least 3
of the 5 assessments are passed, including the final exam.

**Grade F:** Only 1 or 2 of the 5 assessments is passed; little evidence of learning.
Little participation in class discussions.

**Grade Conversion**

A = 94-100  
A- = 90-93

B+ = 87-89  
B = 84-86
B- = 80-83

C+ = 77-79  
C = 74-76
C- = 70-73

D+ = 67-69  
D = 65-66

F = below 65
Attendance Policy

It is mandatory that students attend class each week. Students will lose 2% of their grade for each unexcused absence.

Requests to be excused from a class on medical grounds should come to the Associate Director. All non-medical requests must come to the Director and should be made BEFORE the day of class in person (not by email).

Late Submission of Work

Written assignments must be submitted by 5 pm on the specified date to the course site on NYU Classes.

Extensions will be granted only in cases of illness or emergency and, as much as possible, should be sought at least two days before the deadline.

Work submitted late without an agreed extension will not be accepted, and the student will receive a 0 for that assignment.

Plagiarism Policy

Using another person’s work (whether words, ideas, images or sound recordings) without given them due credit is a serious academic crime, whether it is done intentionally or unintentionally. Any instances of plagiarism in your work will be reported to the Director.

The instructor will provide handouts that further explain what constitutes plagiarism. If you still have any doubts about whether your work contains instances of plagiarized material, ask the instructor.

Internet Research Guidelines

Academic journal articles, books, government official websites, and the publications of recognized organization (e.g. The World Bank) may be cited in assignments. Non-reviewed sites such as Wikipedia, magazines and opinion pieces are not acceptable references.

For a start on doing research for articles, visit the ‘Library Resources’ tab on our course site on NYU Classes.
<table>
<thead>
<tr>
<th>Session 1 [Jan 30]</th>
<th>History, theory and research methods. [Chapter 1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2 [Feb 6]</td>
<td>Biological and environmental foundations. [Chapters 2]</td>
</tr>
<tr>
<td>Session 3 [Feb 13]</td>
<td>Prenatal development, birth, and the newborn Baby. [Chapters 3] Infancy and toddlerhood - physical development [Chapter 4]</td>
</tr>
<tr>
<td>Session 4 [Feb 20]</td>
<td>Infancy and toddlerhood - cognitive, emotional and social development [Chapter 5 and 6]</td>
</tr>
<tr>
<td>Session 5 [Feb 27]</td>
<td>Early childhood - physical, cognitive, emotional and social development. [Chapter 7 and 8]</td>
</tr>
<tr>
<td>MARCH 6</td>
<td>HOLIDAY</td>
</tr>
<tr>
<td>Session 6 [Mar 13]</td>
<td>Middle childhood - physical, cognitive, emotional and social development. [Chapters 9 and 10]</td>
</tr>
<tr>
<td>MARCH 20</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Session 7 [Mar 27]</td>
<td>Revision + Midterm</td>
</tr>
</tbody>
</table>
**Session 9 [Apr 10]**  Adolescence: The transition to adulthood. [Chapters 11 and 12]

**Session 10 [Apr 17]**  Early adulthood. [Chapters 13 and 14]

**Session 11 [Apr 24]**  Middle adulthood. [Chapters 15 and 16]

**Session 12 [May 1]**  Late adulthood and end of life. [Chapters 17, 18 and 19]

[Fieldwork Observation essay due].

**Session 13 [May 8]**  Guided revision

**Session 14 [May 15]**  Final exam

**Classroom Etiquette**

Mobile phones should be set on silent and should not be used in class. Laptops and tablets are only to be used for taking notes. Students are not to surf the internet during the class.

**Instructor Profile**

Nana Akua Anyidoho is a Senior Research Fellow at the Institute of Statistical, Social and Economic Research (ISSER) at the University of Ghana. She has a BA in Psychology from the University of Ghana, and a PhD in Human Development and Social Policy from Northwestern University’s School of Education and Social Policy.

**NOTE:** This course outline is a guide. The instructor reserves the right to revise any aspect of the course as is necessary to achieve its learning goals.