Lifespan Development

Class code

Instructor Details

Dr. Natasha Kirkham
n.kirkham@bbk.ac.uk
Birkbeck Room 515

Class Details

Spring 2013, Mondays 10am to 1pm
Location to be confirmed.

Prerequisites

None, although an Introduction to general psychology is considered useful

Class Description

This course offers an introduction to research and theory of human development across the life span. Seminal theories and basic research of individual growth and development are analyzed and critiqued. Emphasis is placed on the importance of understanding the influence of culture, heritage, socioeconomic level, personal health and safety. Relations between home, school and community as well as their impact on development are also explored through readings, lectures, discussions and observations in the field. This is primarily a lecture-based course, but there will be organized class discussions, as well as group presentations

Desired Outcomes

At the conclusion of this course, students will be able to:

- identify and explain major theories of social, emotional, cognitive and physical development across the lifespan (infancy, childhood, adolescence, and adulthood); and,
- examine the ways in which culture, ethnicity, class and social identities (e.g., socioeconomic status, sexual identity, and ethnicity) influence the various domains of development across the lifespan.

Assessment Components

<table>
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<tr>
<th>Course Requirements</th>
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<tr>
<td>Readings. Read assigned texts before coming to class.</td>
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<td><strong>In-class presentations.</strong> Students will participate in one of three discussion groups designed to have you connect research and theory to practice. Each group will give two presentations throughout the course. The group will find an empirical paper related to that week’s topic, and will present that paper to the rest of the class. Each member of the group will produce a two to three page double-spaced typed <strong>paper</strong> (10%) focused on the methods and questions posed by that paper.</td>
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<td><strong>Field Observation Paper.</strong> Students will begin their required 25 hours of observations. A final write-up of a 3 page double-spaced typed paper (20%) will be submitted in which students make connections between their field observations and theories of social, cognitive, emotional and/or physical development.</td>
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<td><strong>Midterm and Final Exam.</strong> There will be one mid-term (20%) and one final exam (30%), covering material from readings and class discussions.</td>
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<td><strong>Attendance &amp; Class Participation.</strong> Attendance and active class participation are expected.</td>
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Discussion Leaders

Three groups will be formed and groups will be responsible for presenting their empirical paper related to the class topic on the dates identified in the Course Calendar. In planning the presentations, group members should consider the following:

- What are the big ideas of the paper that you wish to communicate to the class?
- As a result of your presentation, what do you want the class to “walk away with?”
- In what way will you engage the class in your presentation?
- How does what you present connect to prior discussions about the lifespan and extend them?
- What will each group member’s role be in planning and executing the presentation?

At the end of the course, group members will be asked to email the professor with feedback about their group’s performance, with particular attention to how well work was distributed among group members.

Failure to submit or fulfill any required course component results in failure of the class.

Assessment Expectations

**Grade A:** Consistent evidence of an organized and inspired understanding of the subject matters. Written work to reflect literacy and lucidity. A command of lectures, required and some additional readings to be evident. All assignments are passed.

**Grade B:** Evidence of an organized understanding of the subject matters. Written work to be generally literate. A command of lectures and some required reading without much further reading to be evident. At least 3 of the 4 assignments must be passed, including the final exam.

**Grade C:** Inconsistent evidence of an organized understanding of the subject matters. Written work to show consistent signs of incoherence and an incomplete grasp of the lecture and/or reading materials. At least 3 of the 4 assessments must be passed, including the final exam.

**Grade D:** A consistently partial understanding of the subject matters is evident. Written work is often ill-organized. At least 3 of the 4 assessments are passed, including the final exam.

**Grade F:** Only 1 or 2 of the 4 assessments is passed; little evidence of learning

Grade conversion

NYU in London uses the following scale of numerical equivalents to letter grades:

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

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

**Grading Policy**

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

In addition, Stern School of Business classes adhere to the following Stern grading guidelines:

There should be no more than

- 25-35% A's - awarded for excellent work
- 50-70% B's - awarded for good or very good work
- 5-15% C's or below - awarded for adequate or below work

A guideline is not a curve. A guideline is just that—it gives an ideal benchmark for the distribution of grades towards which we work.

**Attendance Policy**

NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill-health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL's staff.

**Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester. See also section 11.1 - Make up days.**

**Absence reporting for an absence due to illness**

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.
2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.
3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.
4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-
Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.

**Absence requests for non-illness reasons**

Absence requests for non-illness reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

**Further information regarding absences**

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an 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, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL 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. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

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.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.

**Late Submission of Work**

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Work submitted more than 5 weekdays 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 Policy**

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.
Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission
The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class. NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)


Internet Research Guidelines

Internet research is acceptable. Google scholar and online peer-reviewed journals can be used for essays. However, online research that uses non-reviewed sites will not be accepted as essay references (e.g., Wikipedia).

Additional Required Equipment

None.

Session 1

Introduction to course. History, theory and research in lifespan development. Chapter 1.

Jan 28th

Session 2

Foundations of development. Chapters 2 & 3

Feb 4th

Session 3

Infancy and toddlerhood, Physical and Cognitive Development the first 2 years. Chapters 4, & 5 (Group A presents)

Feb 11th

Session 4

Infancy and toddlerhood, Emotional and Social Development. Chapter 6.

Feb 18th

Session 5

Early childhood, 2 to 6 years. Physical and Cognitive Development. Chapter 7 (Group B presents).

February 22nd

Session 6

Early childhood, 2 to 6 years. Social and Emotional Development. Chapter 8

Feb 25th

Session 7

Middle childhood, 6 to 11 years. Chapters 9 & 10 (Group C presents)

Mar 4th
Session 8  Midterm (Chapters 1 – 10)
Mar 11th

Session 9  Atypical Development: A look at ADHD, Conduct Disorder and Autism Spectrum Disorder. Handouts to be provided.
Mar 18th

Session 10  Adolescence: The transition to adulthood. Chapters 11 & 12 (Group A presents)
Apr 8th

Session 11  Early adulthood. Chapters 13 & 14 (Group B presents)
Apr 15th

Session 12  Middle adulthood. Chapters 15 & 16 (Group C presents)
Apr 22nd

Session 13  Late adulthood and end of life. Chapters 17, 18, & 19. Fieldwork Observation essay due.
Apr 29th

Session 14  Final reflections. Fieldwork discussions.
May 13th

Session 15  Final exam (Chapters 1-19, with emphasis on 11-19)
May 20th

Classroom Etiquette
Toilet breaks should be taken before or after class or during class breaks.
Food & drink, including gum, are not to be consumed in class.
Mobile phones should be set on silent and should not be used in class except for emergencies.
Laptops, tablets are only to be used with the express permission of the teacher.
Please kindly dispose of rubbish in the bins provided.

Required Co-curricular Activities
Suggested Co-curricular Activities

Your Instructor

Natasha Kirkham is a lecturer (assistant professor) in the Department of Psychological Sciences at Birkbeck, University of London, and a member of the Centre for Brain and Cognitive Development. Her research focuses on learning in infants, toddlers and children, with a specific interest in how babies organize and understand their world so quickly and so well. Before moving to London, Natasha was an assistant professor at Stanford University in the Psychology Department. She gained her PhD at Cornell University.

http://www.cbcdd.bbk.ac.uk/people/scientificstaff/natasha