Location: NYU London

Class code: APSY-UE9020L01

Instructor Details: Dr. Natasha Kirkham

Class Details: Lifespan Development

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, focusing on primary and secondary school ages. 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.

Assessment Components:

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<th>Course Requirements</th>
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<td><strong>Readings</strong>. 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 paper (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.

**Required Text(s)**


**Supplemental Text(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).

Session 2: Biological and Behavioural Foundations of development. Chapters 2 & 3

Session 3: Infancy and toddlerhood, Physical and Cognitive Development the first 2 years. Chapters 4, & 5 (Group A presentation)

Session 4: Infancy and toddlerhood, Emotional and Social Development. Chapter 6. (Group B presentation)

Session 5: Early childhood, 2 to 6 years. Physical and Cognitive Development. Chapter 7. (Group C presentation)

Session 6: Early childhood, 2 to 6 years. Cognitive Development (continued). Chapter 7

Session 7: Early childhood, 2 to 6 years. Social and Emotional Development. Chapter 8

Session 8: Midterm (Chapters 1 – 8)

Session 9: Language Development, including SLI and dyslexia. Handouts to be provided. (Group A presentation)

Session 10: Middle childhood, 6 to 11 years. Chapters 9 & 10 (Group B presentation)

Session 11: Atypical Development: A look at ADHD, Conduct Disorder and Autism Spectrum Disorder. Handouts to be provided, (Group C presentation)
Session 12  Adolescence: Physical and cognitive development. Chapter 11


Session 14  Final reflections. Fieldwork discussions

Session 15  Final exam (with emphasis on materials covered after the mid-term)

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

Estimated Travel Costs

Suggested Co-curricular Activities

Your Instructor
Natasha Kirkham is a senior lecturer (associate professor) in the Department of Psychological Sciences at Birkbeck College, University of London, and a member of the Centre for Brain and Cognitive Development. Her research focuses on learning in infants, toddlers and children. In a new project, Dr. Kirkham is currently investigating whether children learn better using multisensory information. Before moving to London, Natasha was an assistant professor at Stanford University in the Psychology
Department. She gained her PhD at Cornell University, and undergraduate degree at the University of Toronto.
http://www.cbd.bbk.ac.uk/people/scientificstaff/natasha

NYU GLOBAL ACADEMIC POLICIES

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here: https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

Absences: Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here: http://www.nyu.edu/london/academics/attendance-policy.html

NYU London work submission policies can be found here: http://www.nyu.edu/london/academics/academic-policies.html