

SAMPLE SYLLABUS

NEW YORK UNIVERSITY

NYU Accra

APSY-UE 9020 and APSY-UE 9021/APSY-UE 9022/APSY-UE 9023 Human Development – Spring 2020

Instructor Information

- Adote Anum, Ph.D.
- Instructor office hours: I will be available after class for an hour or By appointment

Course Information

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. We will try to make cross-cultural comparisons when possible to have a fuller understanding of how nature and nurture shapes behavior throughout development

The class format will include lectures, class discussions, video reviews, fieldwork, and presentations.

- Pre-Requisite: PSYCH-UA 1/Introduction to Psychology
- Thursday: 10:05-1:05pm
- Class room number and building

Course Overview and Goals

Expected Outcomes

The learning objectives of this class:

- to understand and explain the major theories of human development;
- to explore the extent of continuity and change in a person's life trajectory;
- to appreciate the interaction of 'nature' and 'nurture' in shaping human development throughout the life span, with particular attention to socioeconomic setting/status, family background and culture as aspects of 'nurture';
- to explore the interaction of home, school and community settings on human development;
- to observe in real life settings (including through classroom observation) some of the developmental processes discussed in class;
- to critically apply what is learnt to educational policies and practices.

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Course Requirements

Assessment Components

CLASS PARTICIPATION [5%]: Students are expected to attend all classes (an attendance register will be kept) and to actively participate in class discussion.

IN-CLASS PRESENTATIONS [10%]: Each student will give one presentation relating to any aspect of that week's topic or on an assigned **special topic** and *based on at least one empirical paper*. (You may consult the instructor on your selection of a 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 class 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. Each presentation will last about 45 minutes.

The presentation should answer the following questions:

- Why is the topic of the presentation significant/important to understanding life span development?
- What are the assumptions/hypotheses, methods and findings of the empirical paper?
- How does the paper connect to and expand on class readings/discussions?
- What is the 'take-home' message of the presentation?

REACTION PAPERS [10%]: You will be required to write a short reaction to each student's presentation in a 2-page paper. Each paper should include a brief summary of the topic/issue under discussion, the major theoretical argument, and any unanswered theoretical questions in the presentation. The number of Reaction Papers will depend on the number of students in class. The reaction papers are due one week after presentation, ie, before the commencement of the next day of class (preferably by email).

FIELD OBSERVATION PAPER [15%]: You will produce a paper (6 - 8 pages) that makes a connection between your fieldwork observations, and the theories of human development discussed in class. The paper should make reference to class readings, as well as to other sources, and should address a specific question. Examples of topics are:

- How do the teacher-child relationships in the school appear to affect children's learning?
- How do peer relations at school appear to influence students' social-emotional skills?
- How does the school reflect the community where it is located? How does the community context seem to influence life at the school?
- What are the biological and environmental factors that account for or predict cognitive development/intelligence in young children?

Consult with your instructor on your topic before you begin writing.

TERM PAPER [10%]: You will present an analytical paper on any contemporary issue of interest to you. It should be between 6 – 8 pages. In this paper, you will specify the relevance of the issues, make reference to class readings, as well as to other sources, and should address specific objectives/goals. It is important that the issues you discuss are applied to some practical and relevant issues in human development. The paper is due May 10, 2018 by 5 pm

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MIDTERM [25%]: 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. The format will be MCQs and short essay questions

FINAL EXAM [25%]: The final exam will cover assigned readings and discussions after the mid-term up to the date of the final exam. The format will be MCQs and short essay questions

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

GRADING

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade	Due
Participation	5%	
In-Class presentation	10%	
Assignment on	5%	February
Reaction Papers/Assignment	10%	March 5
Midterm	25%	March 21
Field Observation Paper	15%	April 23
Term Paper	10%	May 7
Final Exam	25%	May 14

Failure to submit or fulfill any required course component may result in failure of the class

Final Grade Conversion

Grade conversion	A	A-	B+	B	B-	C+	C	C-	D+	D	F
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	94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	65-66	<65
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Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Explanation of Grade
A	Clear evidence of understanding, plus the ability to apply knowledge and reflect on the student's own learning
B	Evidence of understanding and the ability to apply course content, but lacking reflectivity.
C	Evidence of good understanding, but lacking evidence of reflectivity and the ability to apply course content.
D	Evidence of understanding in a minimally acceptable way, and lacking reflectivity and the ability to apply course content.
F	Plagiarized, did not participate satisfactorily, did not hand in work, lack of understanding

Course Schedule

Week	DETAILS OF SYLLABUS
Session 1 [Feb 06]	Introduction to the course History, theory and research methods. [Chapter 1]
<i>Assignment</i>	<i>Make a final decision about your school of choice, and report back to the class the reasons for your choice.</i> To be presented in Session 2
Session 2 [Feb 13]	Biological and environmental foundations. [Chapter 2] Prenatal development, birth, and the newborn baby [Chapter 3]
<i>Assignment</i>	<i>Neighborhood context: Explore the neighborhood in which your school is situated. Take two pictures that you think are illustrative of the neighborhood</i>

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Week	DETAILS OF SYLLABUS
	<p><i>influence. You will present the pictures in class, explaining why you think these say something important about human development.</i> To be presented in Session 3 – In-Class Discussion.</p>
Session 3 [Feb 20]	<p>Infancy and toddlerhood [Chapters 4 and 5]</p>
Assignment	<p><i>From your first two weeks of classroom observations, what strikes you as similar or different about the Ghanaian children you are observing, compared to the children you have observed in <u>New York city classrooms or elsewhere</u>? Discuss as a group prior to class. To be presented in Session 4. In-Class Discussion.</i></p>
Assignment	<p>Cross-cultural early development: Watch the documentary ‘Babies’ (DVD available in the library) which shows the birth and first year of life of four children from different parts of the world ---</p> <ul style="list-style-type: none"> • Ponijao from rural Opuwo, Namibia • Bayar from rural Bayanchandmani, Mongolia • Hattie from urban San Francisco, US • Mari from urban Tokyo, Japan <ol style="list-style-type: none"> 1. Describe episodes or scenes in the lives of all four babies that demonstrate the SAME concept, stage or development event. 2. Based on the episode or scene you have chosen, describe any DIFFERENCES that might be attributed to environment or nurture (that is, physical environment, family arrangements, parenting style, nutrition, etc). <p><i>Note: There should be <u>three</u> sets of observations of similarities and differences – one related to physical development, one for cognitive development, and the third for socio-emotional development. Make <u>explicit</u> links to course readings (the textbook as well as the readings on cross-cultural parenting/child development).</i> Due Feb 27 by 1 pm.</p>
Session 4 [Feb 27]	<p>Infancy and toddlerhood [Chapter 6]</p>
	<p>SPECIAL TOPIC: <i>A cross-cultural perspective on parenting</i></p> <p>Erard, M. (2015, Jan 31). The only baby book you’ll ever need. <i>New York Times</i>. Accessed 16 February 2016 from http://nytimes.com</p> <p>Blum, S.D., Fagan, L. and Riley, K.C. (2015, February 11). The middle class (thinks it) knows best: daring to intervene in disadvantaged households. <i>Huff Post Education</i>. Accessed on 16 February 2015 from http://www.huffingtonpost.com</p> <p>Choi, A. S. (2014, July 15). <i>How cultures around the world think about parenting</i>. Accessed on 18 February 2015 from http://ideas.ted.com</p>

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Week	DETAILS OF SYLLABUS
<i>Assignment</i>	<p><i>(GROUP) Compare the children's use of technology (phones, internet, etc.) across the school sites (you might need to interview the children, since they may not bring these gadgets to school). How available are these technologies? How do they use them? What might be the impact of these devices on their development? How might differences in access and use across school sites lead to differences in development?</i></p> <p>To be presented in Session 5. In-Class Discussion.</p>
Session 5 [Mar 05]	Early childhood [Chapter 7 and 8]
General class discussion	<p>SPECIAL TOPICS: <i>Media exposure, violence and aggression</i></p> <p>**Impact of media use on children and youth (2003). <i>Paediatric Child Health</i>, 8(5), 301-306. Available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2792691/</p> <p>** Taylor, J. (2012). <i>How technology is changing the way children think and focus</i>. Available at https://www.psychologytoday.com</p> <p>**The class should split into two groups; each group should read one of the articles and prepare to present the main ideas in it in class.</p>
Session 6 [Mar 12]	Midterm Examination
March 21	SPRING BREAK
Session 7 [Mar 26]	Middle childhood and school transitions [Chapters 9 and 10]
Guest lecturer	<p>Atypical Development: ADHD, Conduct Disorder, Autism Spectrum, and Intellectual Developmental Disorder</p> <p>***Chapter in <i>The Developing Person Through the Lifespan</i>, and excerpts of 'The Reason I Jump' and 'Far from the Tree'.</p> <p>SPECIAL TOPICS: <i>How does child labor manifest in different countries and how does it affect child development?</i></p>
Session 9 [Apr 02]	Field Trip (Tentative program)
	SPECIAL TOPICS:

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Week	DETAILS OF SYLLABUS
Session 10 [Apr 09]	<p>1. Predictors of academic success: <i>intelligence, personality and non-cognitive skills; classroom environment and teaching style; and peer and the home-school interaction</i></p> <p>2. Cross-cultural differences in intelligence</p> <p>Readings:</p> <p>Anum, A. (2014). "A Standardisation of Raven's Coloured Progressive Matrices in Ghana. <i>Ife Psychologia</i>. 22(2), 27-35</p> <p>Lord, J. (2011). Child labor in the Gold Coast: the economics of work, education, and the family in late-colonial African childhoods, c. 1940-57 <i>Journal of the History of Childhood and Youth</i>, 4(1), 86-115</p> <p>More <i>To be assigned.</i></p>
Session 11 [Apr 16]	<p>Adolescence: The transition to adulthood. [Chapters 11 and 12] Pubertal Development</p>
<i>Guest Lecture</i>	<p>SPECIAL TOPIC: <i>How do you children develop gender roles/Are gender roles static?</i></p> <p>Akotia, CS & Anum, A. (2012). The Moderating Effects of Age and Education on Gender Differences on Gender Role Perceptions. <i>Gender and Development</i>, 10(2), 5022-5043</p>
Session 12 [Apr 23]	
	<p>[Fieldwork Observation essay due]</p> <p>SPECIAL TOPIC: <i>Are there cross-cultural differences in self-esteem?</i></p> <p>Anum, Akotia & Olugbade (2018). Do ethnicity and sex role ideology affect self-esteem among young adults? A cross-cultural study comparing Americans and West Africans. <i>Journal of Psychology in Africa</i>, 28(6), 462-467.</p> <p>Ahulu, L. D., Gyasi-Gyamerah, A. A., & Anum, A. (2019). Predicting risk and protective factors of generalized anxiety disorder: a comparative study among adolescents in Ghana. <i>International Journal of Adolescence and Youth</i>, 1-11. doi.org/10.1080/02673843.2019.1698440</p>
Session 13 [April 30]	<p>Middle adulthood. [Chapters 15 and 16]</p>

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Week	DETAILS OF SYLLABUS
Session 14 [May 7]	Late adulthood and end of life. [Chapters 17, 18 and 19] Anum, A. & de Graft-Aikins, A. (2013). Psychology of Aging. In C. Akotia & C.C. Mate Kole (Eds.) <i>Psychology: Perspectives from Ghana</i> . Accra: Digi Books. Term Paper Due
Session 15 [May 16]	Revision Class <i>Mopping up!!</i>
Session 16 [May 23]	FINAL EXAM

Course Materials

Texts not listed here will be available in PDF and provided when necessary.

Required Textbooks & Materials

- Berk, Laura E. (2013). *Exploring Lifespan Development (3rd Ed)*. Allyn & Bacon: New York.
Copies are available in the library.

Supplemental Textbooks & Materials

- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*. Oxford: Blackwell.
- Berger, Kathleen Stassen (2008). *The Developing Person: Through the Lifespan (7th Ed)*. New York: Worth Publishers.
- Solomon, A. (2012). *Far from the Tree: Parents, Children and the Search for Identity* (Reprint edition.). Scribner.
- Higashida, N., Yoshida, K., & Mitchell, D. (2013). *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*. Random House.

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Course Policies

Attendance

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a 2% deduction from the student's final course grade for every week of classes missed.** Students are responsible for making up any work missed due to absence. Repeated absences will result in harsher penalties, including failure.

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include days of travel associated with the holiday. Students must notify you and the site's staff in writing via e-mail one week in advance of being absent for this purpose. Accommodations should be made to allow students who have been absent for religious reasons to make up any missed work.

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

- Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.
- Unexcused absences affect students' grades: In classes meeting once a week, a
- 2% deduction from the student's final course grade occurs on the occasion of the first unexcused absence.
- Absences are excused only for illness, religious observance, and emergencies.

Illness: For a single absence, students may be required to provide a doctor's note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences,

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students must provide a doctor's note. Exams, quizzes, and presentations will not be made up without a doctor's note.

Religious Observance: Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

Please note: if you are unable to attend class, you are required to email your professors directly and notify them.

Late Assignment

Written assignments must be submitted **on the specified date to the course site on NYU Classes.**

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

Work submitted late without an agreed extension (except in cases of emergency) will not be accepted, and the student will receive a 0 for that assignment.

Academic Honesty/Plagiarism

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: *presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:*

- *a sequence of words incorporated without quotation marks*
- *an unacknowledged passage paraphrased from another's work*
- *the use of ideas, sound recordings, computer data or images created by others as though it were one's own*
- *submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member*
- *altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.*

For further information, students are encouraged to check

www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

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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.

There should be no eating in class.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please discuss the Academic office if you need any form assistance in class or on examinations. Students who are requesting academic accommodations are advised to reach out as early as possible in the semester for assistance.

Instructor Bio

Adote Anum is a Senior Lecturer at the University of Ghana. He has graduate degrees in Clinical Psychology and PhD in Cognitive Neuropsychology from the University of Ghana and Brock University respectively. He does research on developmental issues in cognitive development and aging in Ghana. Currently, he is conducting two lines of research with respect to children and adolescents. First, he is studying the neuropsychological functioning of children who are being in detention for criminal offense. Second, he is involved in how children and adults acquire scientific and religious education. In the second study he is examining how societies communicate religious education and how coexists with scientific education which is generally acquired through school.

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.