

# Human Development

**APSY-UE 9020 L01; APSY-UE 9021 L01; APSY-UE 9022 L01;  
APSY-UE 9023 L01**

NYU London: Spring 2019

## Instructor Information

- TBA

## Course Information

- Mondays 9-12
- None, although an Introduction to Psychology useful

## Course Overview and Goals

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

### **Upon Completion 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)
- 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

## Course Requirements

### Grading of Assignments

The grade for this course will be determined according to these assessment components:

<b>Assignments/ Activities</b>	<b>Description of Assignment</b>	<b>% of Final Grade</b>	<b>Due</b>
Readings and participation	Read assigned texts before coming to class, and participate in class discussion	10%	
In class presentations	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 <b>paper</b> (10%) focused on the methods and questions posed by that paper.	20 %	
Midterm		20%	March 18 <sup>th</sup>
Field observation paper	. 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.	20%	April 29 <sup>th</sup>
Final exam		30%	May 20 <sup>th</sup>

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

## Grades

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

<b>Letter Grade</b>	<b>Percent</b>	<b>Description</b>
<b>A</b>	Example: 93.5% and higher	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.
<b>B</b>	Example: 82.5% - 87.49%	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. The midterm and final exam must be passed.

<b>Letter Grade</b>	<b>Percent</b>	<b>Description</b>
<b>C</b>	Example: 72.5% - 77.49%	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. The midterm and final exam must be passed.
<b>D</b>	Example: 62.5% - 67.49	A consistently partial understanding of the subject matters is evident. Written work is often ill-organized. The midterm and final exam must be passed.
<b>F</b>	Example: 59.99% and lower	Little evidence of learning with either the midterm or final exam failed.

## Course Materials

### Required Textbooks & Materials

- Berk, Laura E. (2010). Exploring Lifespan Development. 2nd Edition. Allyn & Bacon: New York. **978-0205718726**

### Optional Textbooks & Materials

- Bazelon, E. (2014) Sticks and Stones. Random House. **ISBN-10:** 0812982630, **ISBN-13:** 978-0812982633
- Tough, P. (2013). How Children Succeed. Random House. **ISBN:** 9781847947116

### Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

## Course Schedule

<b>Session/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
Session 1: Feb 4 <sup>th</sup>	Introduction to course: History and research in child development	Chapter 1	
Session 2: Feb 11 <sup>th</sup>	Biological and Behavioral	Chapters 2 and 3	

<b>Session/Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
	Foundations of development.		
Session 3: Feb 18 <sup>th</sup>	Infancy and Toddlerhood, Physical and Cognitive Development	Chapters 4 and 5	Group A presents
Session 4: Feb 25 <sup>th</sup>	Infancy and Toddlerhood, Emotional and Social Development	Chapter 6	Group B presents
Session 5: March 4 <sup>th</sup>	Early Childhood, Physical and Cognitive Development	Chapter 7	Group C presents
Session 6: March 8 <sup>th</sup> <b>(Friday)</b>	Early Childhood, Cognitive Development 2	Chapter 7	<b>Make up day</b>
Session 7: March 11 <sup>th</sup>	Early Childhood, Emotional and Social Development	Chapter 8	
Session 8: March 18 <sup>th</sup>		Chapters 1- 8	<b>Midterm</b>
Session 9: March 25 <sup>th</sup>	Language Development	Handouts to be provided	
Session 10: April 1 <sup>st</sup>	Middle Childhood	Chapters 9 and 10	Group A presents
Session 11: April 8 <sup>th</sup>	Atypical development and developmental disorders	Handouts to be provided	Group B presents
Session 12: April 26 <sup>th</sup> <b>(Friday)</b>	Adolescence, Physical and Cognitive Development	Chapter 11	Group C presents <b>Make up day</b>
Session 13: April 29 <sup>th</sup>	Adolescence, Emotional and Social Development	Chapter 12	<b>Field observation paper due</b>
Session 14: May 13 <sup>th</sup>	Final reflections	All chapters	
Final Assessment: May 20 <sup>th</sup>			<b>Final Exam</b>

## **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.

## NYUL Academic Policies

### Attendance and Tardiness

- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

### Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

### Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

### Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

### Instructor Bio

Dr. Natasha Kirkham is a Reader (Associate Professor) in Developmental Psychology at Birkbeck, University of London. She studies the development of attention and learning in infants and children.