

Human Development

Psychology 205

Fall 2001

Section 11A: MWF 11:45 am- 12:35 pm
Room: 322 Seney Hall

Instructor: Kimberly Grossman
Office: 102 Language Hall
Office Hours: MW 9:30 am - 10:30 am and by appointment
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Course Website: <http://userwww.service.emory.edu/~kgrossm/p205.htm>

Textbooks (required):

1. Papalia, D.E., Olds, S.W. and Feldman, R.D. (1998). Human Development (7th ed.). New York: McGraw-Hill.

Other Reading Assignments (required):

1. Cummins, H. J. (1998, August 19). The prenatal brain; What does it know? And when does it know? Recent research on fetal brain development suggests that learning and thinking occurs at some level before birth. Star Tribune.
2. Goode, E. (1999, August 3). Mozart for Baby? Some Say, Maybe Not. New York Times.
3. APA. (2000, July 16). Warm Family Environment Protects Aggressive Children From School Maladjustment and Later Adulthood Unemployment. APA News Release [www.apa.org/releases/childaggress.html].
4. Healy, M. (1999, July 4). Debate rises on parents' influence over children; much-criticized thesis that their effect is nil gained ground after Littleton, Colorado, massacre. New studies focus on peer pressure. Los Angeles Times.
5. Goode, E. (1999, February 16). A New Study Finds Middle Age Is Prime of Life. New York Times.
6. WebMD Staff. (2000, May 5). WebMD Live Chat Transcript: Becoming a Centenarian in the Next Millenium with Lynn Adler. MSN Health Channel [content.health.msn.com/content/asset/chat_transcript.532242].

Course Objective

The purpose of this course is to introduce you to the field of Developmental Psychology. We will examine the basic methods psychologists use to study development and introduce various theories of human development. We will then focus on these theories and the physical, cognitive and psychosocial factors of development from conception through old age. Throughout the course

we will examine and discuss news articles reporting on recent ideas in the study of human development. Critical thinking and writing skills will also be emphasized through a variety of assignments over the semester.

Course Requirements

Classwork:

Attendance & Participation (50 points):

Your attendance and active participation at all class meetings is expected and valued. Participation includes asking questions, volunteering examples, thinking critically about the material and sharing your insights with the class. Your instructor believes that active participation in discussion and activities is the most effective way to learn new material. Further, your peers will benefit hearing your comments and questions, for they may provoke thoughts that had not occurred to them (and vice versa). The instructor will take attendance at each class meeting and will note any absences. If you have more than 3 absences, then points (3 points for each additional class missed) will be deducted from your grade.

Learn Link (50 points):

To encourage dialog among students, each student will write *at least* 10 Learn Link entries *throughout* the semester. Learn Link entries should include reactions to concepts presented in the lecture, text, film, discussion or assigned news articles. You should use concepts/material from class to support your point of view. Entries should be written clearly and should be approximately 3-4 sentences in length.

Reading Assignments:

Text reading assignments must be completed before each class period. Reading the assignment before class facilitates learning and class discussion by familiarizing ones self with topics/information beforehand so that class time serves to reinforce, clarify and discuss information presented in our textbook.

Reaction Papers (60 points):

We will be reading and discussing selected news articles related to human development. These readings will introduce you to current ideas in Human Development research and teach you to be an educated consumer of information. After reading the selected article, you will write a 2 page, typed, double-spaced reaction paper. Reaction papers will briefly summarize the article, will discuss your opinion on the conclusions/topic of the article and will provide the reasons behind the opinion you reached. You may discuss the articles with other students, but all papers will be written individually. All assignments must be turned in at the beginning of the class session and any assignment turned in at the end of class or after class will be considered late. Unexcused late assignments will earn you zero points for that assignment.

Create-a-Toy Project (80 points):

Students will apply information learned in class by creating a toy for a child in infancy, early childhood or middle childhood. When constructing your toy, think about the stages of cognitive, physical and psychosocial development and how your toy could enrich a child's environment. All toys must contain rules that specify

- 1) The specific age range the toy is suitable for.
- 2) The developmental area(s) that the toy is designed to stimulate
- 3) The positive aspects of the toy (i.e. the toy's positive effects on development)

Students will present their toy to the class and explain the rules for the toy and how their toy could enrich a child's environment. Students may work in groups of 3 on this assignment.

Exams (100 points each):

Three exams will be given. Exams will consist of multiple-choice and short-answer questions. Exams will cover material taken from class lectures/discussions and text readings. Make-up exams will be given in the event of illness, if a doctor's note is handed in.

Honor Code:

Please see the Oxford College Bulletin for information about the Student Honor Code of Oxford College. The Honor Code of Oxford College applies to all members of this class.

Grading

The plus-minus system will be used in the calculation of final grades. Final grades for this course will be based on a total of 540 possible points. Letter grades for the course are based on total points:

| Assignment | Points |
|----------------------------|-------------------|
| Attendance & Participation | 50 points |
| Learn Link | 50 points |
| Reaction Papers | 60 points |
| Create-a-Toy | 80 points |
| Exam 1 | 100 points |
| Exam 2 | 100 points |
| Exam 3 | 100 points |
| TOTAL | 540 points |

| Grade | Points | Grade | Points |
|-------|---------|-------|-----------|
| A | 503-540 | C+ | 434-431 |
| A- | 486-502 | C | 395-433 |
| B+ | 465-487 | C- | 378-394 |
| B | 449-464 | D+ | 376-377 |
| B- | 432-448 | D | 341-375 |
| | | F | Below 341 |

Tentative Course Calendar

| <u>Lec#, Date</u> | <u>Topic</u> | <u>Assignment(s) Due</u> |
|--------------------------|--|--------------------------|
| <u>1</u> : Fri., 8/31 | Introduction to the course | |
| Mon., 9/3 | LABOR DAY HOLIDAY | |
| <u>2</u> : Weds., 9/5 | Critical Thinking | |
| <u>3</u> : Fri., 9/7 | Study of Human Development | Chpt. 1 |
| <u>4</u> : Mon., 9/10 | Developmental Theories | Chpt. 1 |
| <u>5</u> : Weds., 9/12 | Developmental Theories | Chpt. 1 |
| <u>6</u> : Fri., 9/14 | Prenatal Development | Chpt. 2 |
| <u>7</u> : Mon., 9/17 | Prenatal Development | Chpt. 2 |
| <u>8</u> : Weds., 9/19 | Prenatal Development | Chpt. 2 |
| <u>9</u> : Fri., 9/21 | <i>Discussion: The prenatal brain; what does it know?...</i> | Reaction Paper 1 |
| <u>10</u> : Mon., 9/24 | Birth | Chpt. 2 |
| <u>11</u> : Weds., 9/26 | Infancy & Toddlerhood | Chpt. 3 |
| <u>12</u> : Fri., 9/28 | EXAM #1 | |
| <u>13</u> : Mon., 10/1 | Infancy & Toddlerhood | Chpt. 4 |
| <u>14</u> : Weds., 10/3 | Infancy & Toddlerhood | Chpt. 5 |
| <u>15</u> : Fri., 10/5 | <i>Discussion: Mozart for Baby? Some Say, Maybe Not.</i> | Reaction Paper 2 |
| <u>16</u> : Mon., 10/8 | Early Childhood | Chpt. 6 |
| <u>17</u> : Weds., 10/10 | Early Childhood | Chpt. 6 |
| <u>18</u> : Fri., 10/12 | Early Childhood | Chpt. 7 |
| Mon., 10/15 | MIDSEMESTER BREAK | |
| <u>19</u> : Weds., 10/17 | Early Childhood | Chpt. 7 |
| <u>20</u> : Fri., 10/19 | <i>Discussion: Warm Family Environment Protects...</i> | Reaction Paper 3 |
| <u>21</u> : Mon., 10/22 | Middle Childhood | Chpt. 8 |
| <u>22</u> : Weds., 10/24 | Middle Childhood | Chpts. 8 & 9 |
| <u>23</u> : Fri., 10/26 | Middle Childhood | Chpt. 9 |
| <u>24</u> : Mon., 10/29 | Create-a-toy | |
| <u>25</u> : Weds., 10/31 | Create-a-toy | |
| <u>26</u> : Fri., 11/2 | Create-a-toy | |
| <u>27</u> : Mon., 11/5 | Adolescence | Chpt. 10 |
| <u>28</u> : Weds., 11/7 | Adolescence | Chpt. 10 |
| <u>29</u> : Fri., 11/9 | EXAM #2 | |
| <u>30</u> : Mon., 11/12 | Adolescence | Chpt. 11 |
| <u>31</u> : Weds., 11/14 | Adolescence | Chpt. 11 |
| <u>32</u> : Fri., 11/16; | <i>Discussion: Caring for our children; debate rises on...</i> | Reaction Paper 4 |
| <u>33</u> : Mon., 11/19 | Adulthood | Chpts. 12 & 13 |
| <u>34</u> : Weds., 11/21 | Adulthood | Chpts. 12 & 13 |

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| Fri., 11/23 | THANKSGIVING BREAK | |
| <u>35</u> : Mon., 11/26 | Adulthood | Chpts. 14 & 15 |
| <u>36</u> : Weds., 11/28 | Adulthood | Chpts. 14 & 15 |
| <u>37</u> : Fri., 11/30 | <i>Discussion: A New Study Finds Middle Age Is Prime of Life</i> | Reaction Paper 5 |
| <u>38</u> : Mon., 12/3 | Adulthood | Chpts. 16 & 17 |
| <u>39</u> : Weds., 12/5 | Death & Dying | Chpt. 18 |
| <u>40</u> : Fri., 12/7 | <i>Discussion: Becoming a Centenarian in the Next Millenium</i> | Reaction Paper 6 |
| <u>41</u> : Mon., 12/10 | EXAM #3 | |