

**Human Development  
Psychology 205  
Spring 2005  
Tuesday and Thursday 10:00-11:15  
Seney 215**

**Instructor:** Dr. Alexia Rothman

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**Office Hours:** Tuesdays and Thursdays 9:00-10:00 (before class) and by e-mail every day

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## **COURSE OVERVIEW**

This course will involve a broad survey of psychological research and theory on the physical, cognitive, and psychosocial development of human beings, from the prenatal period through late adulthood. The interconnections between these three primary areas of development will be emphasized, as will the ways in which class, ethnicity, gender, sexual orientation, and age intersect to influence development.

## **COURSE MATERIALS**

- Papalia, D.E., Olds, S.W., Feldman, R.D. (2004). *Human Development* (9th Ed.). New York: McGraw-Hill.
- Orenstein, P. (2000). *Schoolgirls: Young Women, Self-Esteem, and the Confidence Gap*. New York: Anchor Books.
- Pollack, W. (1999). *Real Boys*. New York: Henry Holt and Company.

**Reading Assignments:** Although material in class lectures will very often overlap with material presented in your textbook, treat your textbook and the class lectures as two independent sources of knowledge about human development. To do well on your exams, you will need to be familiar with lecture material *as well as* material presented in the textbook, *even if the textbook material was not specifically covered in class*.

## **COURSE COMPONENTS**

**Attendance and Participation:** You will receive a participation grade (15% of your final grade) that is based on attendance, work effort, and participation in class. Attendance is required for class. Class will begin precisely at 10:00. Roll will be taken at the beginning of each class. If you are more than 10 minutes late to class, you will be counted as absent. You will be permitted two unexcused absences for the semester. For each subsequent unexcused absence/late arrival, your participation grade will be dropped by 1 percentage point (of a possible 15). The instructor must be notified **no later than Thursday, January 27<sup>th</sup>** of any absences you will have during the course of the semester due to observance of religious holidays if you would like these to count as excused absences.

During this class, be prepared to think critically, raise questions, share opinions, listen nonjudgmentally, and maintain a sense of humor to challenge yourself and others. Because of the sensitive nature of some of the topics covered in this course, please maintain a respectful attitude toward others. Each student's voice is considered equally important. You are free to disagree openly with each other, and with the instructor, during class, but please do so in a respectful manner to maintain a classroom atmosphere where everyone feels comfortable sharing her/his thoughts and beliefs. Some students may choose to reveal personal information during class. Please make your best effort to maintain the confidentiality of your classmates by

# Psychology 205 – Human Development

Spring 2005

Alexia Rothman, Ph.D.

	Topic	Reading Assignments Human Development (9 <sup>th</sup> Ed.) (Papalia, Olds, & Feldman, 2004)
CLASS #1: Th January 20	Overview of Course, Philosophy, Assignments, Policies, Syllabus	
CLASS #2: T January 25	Theory and Research	Chapter 1 Chapter 2
CLASS #3: Th January 27		
CLASS #4: T February 1	Viewing and Discussion of 42 Up	Read <i>Real Boys</i>
CLASS #5: Th February 3	Prenatal Period	Chapter 3
CLASS #6: T February 8	Birth and the Newborn	Chapter 4 (1 <sup>st</sup> half)
CLASS #7: Th February 10	<b>EXAM #1</b>	Exam #1 will cover: Chapters 1-3 and 4 (1 <sup>st</sup> half) from your textbook All lecture and discussion material from classes 2-6
T February 15	<b>NO CLASS</b>	Read <i>Real Boys</i>
CLASS #8: Th February 17	The Newborn and Early Infancy	Chapter 4 (2 <sup>nd</sup> half) Read <i>Real Boys</i>
CLASS #9: T February 22	Infancy and Toddlerhood	Chapter 5 Chapter 6 Read <i>Real Boys</i>
CLASS #10: Th February 24		
CLASS #11: T March 1		
CLASS #12: Th March 3	Discussion of <i>Real Boys</i>	
CLASS #13: T March 8	<b>EXAM #2</b>	Exam #2 will cover: Chapters 4 (2 <sup>nd</sup> half), 5, and 6 from your textbook All lecture and discussion material from classes 8-12 Material from the reading and discussion of <i>Real Boys</i> (Class 12)

''' March 10	<b>NO CLASS</b>	Read <i>Schoolgirls</i>
T March 15	<b>SPRING BREAK</b>	
Th March 17	<b>SPRING BREAK</b>	
CLASS #14: T March 22	Physical and Cognitive Development in Early Childhood	Chapter 7 Read <i>Schoolgirls</i>
CLASS #15: Th March 24	Psychosocial Development in Early Childhood	Chapter 8 Read <i>Schoolgirls</i>
CLASS #16: T March 29	Middle Childhood	Chapters 9 & 10 Read <i>Schoolgirls</i>
CLASS #17: Th March 31	Discussion of <i>Schoolgirls</i>	
CLASS #18: T April 5	<b>EXAM #3</b>	Exam #3 will cover: Chapters 7-10 from your textbook All lecture and discussion material from classes 14-17 Material from the reading and discussion of <i>Schoolgirls</i> (Class 17)
CLASS #19: Th April 7	Adolescence	Chapters 11 & 12
CLASS #20: T April 12		
CLASS #21: Th April 14	Young Adulthood	Chapters 13 & 14
CLASS #22: T April 19	Middle Adulthood <b>CREATE-A-TOY PAPERS AND TOYS DUE AT BEGINNING OF CLASS PERIOD!!!</b>	Chapters 15 & 16
CLASS #23: Th April 21	Late Adulthood	Chapters 17 & 18
CLASS #24: T April 26	<b>EXAM #4</b>	Exam #4 will cover: Chapters 11-18 from your textbook All lecture and discussion material from classes 19-23
CLASS #29 Th April 28	<b>GROUP PRESENTATIONS:</b> Toy Project	
CLASS #30 T May 3	<b>GROUP PRESENTATIONS:</b> Toy Project Course Evaluations	

not sharing their personal stories outside of the classroom without their permission.

**Exams:** For this course, there will be 4 exams (each worth 15% of your final grade) and NO cumulative final exam. The exams will consist of multiple-choice, fill-in-the-blank, and short answer questions and will cover all material presented in the textbooks and class lectures, as well as any material presented in films or video clips viewed in class and in the two books (*Real Boys* and *Schoolgirls*) you will read for the course. The exams will NOT cover material presented in the group presentations.

Any student *not* taking an exam on the scheduled date will be given a different and harder make-up exam. To be allowed to take a make-up exam, permission must be obtained from the professor *before the exam*.

To do well on the exams, you must come to class and read the class materials very carefully. Historically, students that have done the best have read the textbooks carefully more than one time, taken notes, and studied several days prior to the exams.

**Group Project:** As one of the main objectives of this course is to increase your awareness of child development and your ability to apply your classroom learning to practical situations, you will be required (in collaboration with several other classmates) to create a toy appropriate for a young child. Specific guidelines for this project are attached to this syllabus. You will receive a *group* grade for your toy.

**Individual Paper:** To accompany the toy that you create with your group, you will also be required to write a 2-3 page paper describing your toy succinctly and addressing the following points: (a) specific age for which the toy is suitable and why; (b) positive aspects and uses of the toy; (c) negative aspects and uses of the toy; (d) play value; (e) cognitive and psychological value; (f) the developmental area it was designed to stimulate. Though you will be conferring with your group-mates about the design of and rationale for your toy, and may cite similar research in your papers, **you are required to write your papers *individually***. You will receive an *individual* grade for your paper. Specific guidelines for this paper accompany this syllabus.

Any paper that is late will be penalized one letter grade for being late (e.g., reduced from A- to B+) and another letter grade for every additional 24 hours it is late **REGARDLESS OF THE REASON IT IS LATE**, so please start your papers early enough to be sure they are completed on time. The paper will be considered late if it is not turned in *at the beginning of class on the day that it is due (Tuesday, April 19<sup>th</sup>)*.

**Group Oral Presentation:** The primary objective of the group presentation is to provide you with an opportunity to develop your oral presentation skills in a safe, supportive environment (including increasing your comfort with public speaking and improving your ability to clearly articulate your ideas to others). Small groups of students who have collaborated on creating a toy appropriate for a young child will present an analysis of their toy. Specific guidelines for the group presentations accompany this syllabus. Group presentations will be held during the final two class meetings (Thursday, April 28<sup>th</sup> and Tuesday, May 3<sup>rd</sup>). Although you will not be tested on the content of the group presentations, *your attendance at both sessions is expected and points will be deducted from your participation grade for non-attendance.*

***The Student Honor Code of Oxford College applies to every member of the class. Please review this Code carefully, giving special attention to plagiarism. PLEASE NOTE ALSO THAT THE USE OF FORMER STUDENTS' PAPERS OR PROJECTS IN ANY FORM IS STRICTLY PROHIBITED; TO DO SO IS TO VIOLATE THE HONOR CODE! Should you have any questions about what constitutes plagiarism, please consult with me. Plagiarism will not be tolerated in this class.***

**GRADING**

Item	Percent Value
Attendance/Participation	15
Exam 1	15
Exam 2	15
Exam 3	15
Exam 4	15
Toy Project Write-Up	10
Group Project (Toy) & Presentation	15
<b>Total Percentage Points</b>	<b>100</b>

**FINAL COURSE GRADES**

The final grade you receive in this course will be entirely determined by the number of percentage points you earn out of a possible 100, as specified in the table above. The plus-minus system will be used in calculating final grades for this course. The table below lists the letter grades that correspond to each range of percentage points. If your final numerical average is a fraction of .5 or above (e.g., 84.5), it will be rounded up to the next whole number (e.g., 85) to determine your final letter grade. If it is a fraction of .4 or below, it will be rounded down to the next whole number (e.g., 84.4 = 84). Final grades are a reflection of the points you earn during the course of the semester and are not negotiable.

Letter Grade	Points Earned
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Less than 59