

**Human Development  
Psychology 205  
Fall 2000**

Section 08A: MWF 8:05 am- 8:55 am  
Room: S215

Instructor: Kimberly Grossman  
Office: 102 Language Hall  
Office Hours: MW 10:15am - 11:15am and by appointment  
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**Textbooks (required):**

1. Papalia, D.E. and Olds, S.W. (1998). Human Development (7<sup>th</sup> ed.). New Jersey: Prentice Hall.

**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. Blakeslee, S. (1998, August 4). Re-evaluating significance of baby's bond with mother. New York Times.
4. 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](http://www.apa.org/releases/childaggress.html)].
5. 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.
6. Goode, E. (1999, February 16). A New Study Finds Middle Age Is Prime of Life. New York Times.
7. 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](http://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 the 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

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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 unexcused absences. If you have more than 3 unexcused 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 (100 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 (100 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):

Two exams will be given. Exams will consist of short answer, multiple-choice and essay questions. Exams will cover material taken from class lectures/discussions, text readings, and "reaction paper" assignments. 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 utilized in the calculation of final grades. Final grades for this course will be based on a total of 500 possible points. Letter grades for the course are based on total points:

Assignment	Points
Attendance & Participation	50 points
Learn Link	50 points
Response Papers	100 points
Create-a-Toy	100 points
Exam 1	100 points
Exam 2	100 points
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<b>TOTAL</b>	<b>500 points</b>

Grade	Points	Grade	Points
A	465-500	C+	385-399
A-	450-464	C	365-384
B+	435-449	C-	350-364
B	415-434	D+	340-349
B-	400-414	D	315-339
		F	Below 315

## Tentative Course Calendar

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

Weds., 11/22  
Fri., 11/24

THANKSGIVING BREAK  
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35: Mon., 11/27  
36: Weds., 11/29  
37: Fri., 12/1

Adulthood Chpts. 14 & 15  
Adulthood Chpts. 16 & 17  
*Discussion: A New Study Finds Middle Age Is Prime of Life* **Reaction Paper 6**

38: Mon., 12/4  
39: Weds., 12/6  
40: Fri., 12/8

Death & Dying Chpt. 18  
Death & Dying Chpt. 18  
*Discussion: Becoming a Centenarian in the Next Millenium* **Reaction Paper 7**

41: Mon., 12/11

**EXAM #2**