

**SESP 201**  
**HUMAN DEVELOPMENT: CHILDHOOD AND ADOLESCENCE**  
Fall 2008  
Monday/Wednesday 10:00-11:20  
Annenberg G02

**Instructor:** Dr. Katarina Guttmanova  
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Office hours: Mondays 1:30-2:30

**Required text and readings:**

- Berk, Laura E. (2007). *Infants, Children and Adolescents* (6<sup>th</sup> edition). Boston: Allyn & Bacon. This book is available in a hard cover or a la carte version (your choice). One copy of the book will be available on reserve at Main Library.
- Other readings as assigned and available on Blackboard: <http://courses.northwestern.edu>

**Optional supplement:** My Development Lab (web-based supplement)

**COURSE DESCRIPTION**

This course will focus on key aspects of child development that span infancy to adolescence. Theory and research will be explored to help students understand the biological, psychological, social, emotional and cognitive changes of children and youths. Important contexts that shape children's development will also be a major focus of this course. These contexts include family, peer, schooling, neighborhood, societal and public policy influences.

This course is aimed to provide you with an understanding of (1) major themes in child development, (2) scientific approaches to the study of human development, (3) developmental norms from infancy to adolescence, (4) effective parenting and instructional practices that enhance children's well-being, and (5) how social policies can directly and indirectly affect child development.

At the end of the course, students should be able to:

- knowledgeable discuss theories of development and how individual, familial, societal and cultural factors shape children and adolescents;
- critically evaluate research findings, media reports and debates on developmental issues;
- make informed choices regarding the lives of children and adolescents.

## **COURSE REQUIREMENTS**

*Assigned readings* – you are responsible for all material in the assigned texts, even though we may not review all of it during class lectures.

*Exams* – there will be two exams (midterm and final).

*Learning projects* – you will complete two learning projects that will be assigned during the quarter to promote critical thinking and application of the course material. More details on these assignments will be available in class and online.

- a. *Assignment 1: Journal article analysis* (5-6 pages long). You will be asked to (1) critically evaluate two empirical journal articles that describe research on a topic you have read about in the assigned text and (2) provide recommendations that follow from the research presented. Your research summary and recommendations should be directed to one of the following groups: (1) parents; (2) teachers or other professionals working with children; or (3) policy makers.
- b. *Assignment 2: Research design and methods paper* (3-4 pages long). You will be asked to design a research study that addresses one of the developmental topics discussed in class.

*Regularly attend class and participate in class discussion.* Periodically throughout the quarter, we will break into small groups to discuss key points or application of the course material. Groups will record their answers and submit them at the end of class for “in-class participation” credit. Students are expected to participate in group discussions and in online tasks on Blackboard. On occasion, you may also be given a “pop quiz” to check for comprehension of material. Class attendance is required. You are expected to notify the instructor or teaching assistant if you have to miss the class. The absence will be excused only for medical reasons or other unavoidable emergencies.

## **COURSE GRADING**

Students will be evaluated on their knowledge of textbook, assigned articles, lecture material, contributions to class discussions and completion of assignments.

Exam 1 - Midterm	25%
Exam 2 - Final	30%
Learning projects	
Journal article analysis	15%
Research design and methods	10%
In-class participation and online assignments	20%

## **COURSE POLICIES**

*Services for Students with Disabilities* – Any student with a documented disability needing accommodations is requested to speak directly to the Office of Services for Students with Disabilities (SSD) (847-467-5530) and the instructor, as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential.

*Make-ups* – may only be arranged in the case of a serious and unavoidable cause. In all cases, you must contact the professor **before** the time of the scheduled exam or due date of an assignment, and a physician’s note must be provided for illness or medical emergencies.

*Class Assignments* – will be collected at the beginning of class. Extensions will be only granted for serious and unavoidable events, and a physician’s note must be provided in cases of illness or medical emergencies (see “Make-up Exams”).

*Incompletes* – are strongly discouraged and will also only be granted in extreme cases.

*Scholastic Dishonesty* – will result in a failing grade and/or other sanctions. Students in this course are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form (unless otherwise specified). Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: <http://www.northwestern.edu/uacc/>. If you need a copy of the brochure visit the SESP Student Affairs Office. See NU’s principles regarding Academic Integrity (<http://www.northwestern.edu/uacc/uniprin.html>) and “Academic Integrity at Northwestern, a Basic Guide,” available from the SESP Office of Student Affairs.

*Grades are based on the following:* 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 60-69%; F < 60%.

## COURSE SCHEDULE

The following schedule is a guideline that is subject to minor changes as the quarter proceeds. Students are advised to complete their readings before the lecture on each topic.

<b>Date</b>	<b>Course Content</b>	<b>Readings</b>	<b>Assignments Due</b>
09/24	Introduction		
09/29	History & Theory	Ch. 1	
10/01	Theory & Research	Ch. 1	
10/06	Methods & Policy	Ch. 1 & Blackboard	<b>Online 1</b>
10/08	Biological and Environmental Foundations and Prenatal Development	Ch. 2, 3	
10/13	Birth and the Newborn Baby	Ch.4	
10/15	Early Learning & Perceptual/Motor Development	Ch. 5 (pp. 183-197)	
10/20	Attachment, Emotional & Social Development in Infancy and Toddlerhood	Ch. 7 & Blackboard	<b>Online 2</b>
10/22	Cognitive Development in Infancy and Toddlerhood	Ch. 6 & Blackboard	

10/27	Catching up, midterm review and assignment 1 workshop		
10/29	<b>Exam 1 – Midterm</b>		
11/03	Cognitive Development in Early Childhood	Ch. 9	
11/05	Child Care and Early Childhood Development	Blackboard	
11/10	Emotional and Social Development in Early and Middle Childhood	Ch.10 & 13	<b>Assignment 1</b>
11/12	Emotional and Social Development in Early and Middle Childhood	Ch.10 & 13	
11/17	Cognitive Development in Middle Childhood; Intelligence and Academic Achievement	Ch.12 & Blackboard	
11/19	Research Design Paper Workshop/Clinic		
11/24	Physical Development in Adolescence	Ch. 14 & Blackboard	<b>Online 3</b>
11/26	Library work for Assignment 2		<b>Thanksgiving</b>
12/01	Emotional & Social Development in Adolescence	Ch. 16 & Blackboard	<b>Assignment 2</b>
12/03	Transition to Adulthood	Blackboard	
<b>12/09</b>	<b>Final Exam, 9:00-11:00, TUESDAY, Dec. 9<sup>th</sup></b>		