



Grade	Points	Percentages
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D	1.0	60-69%
F	0	<60%

### Course Policies:

- 1) *Disabilities*: students with documented disabilities should contact the instructor at the beginning of the quarter to discuss any special arrangements that may be required
- 2) *Make-ups*: students may only arrange a make-up exam in the case of a serious and unavoidable cause. In all cases the instructor must be contacted **before** the time of the scheduled exam, and in the case of an illness a signed physician's note must be provided.
- 3) *Scholastic Dishonesty*: will result in a failing grade or other sanctions. See Northwestern'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.

### Active Learning Projects:

These out-of-class projects are designed to give you hands-on learning and writing experience. They will make up 25% of your final grade. Details of assignments will be posted on Blackboard.

**Project #1: Design Your Own Child Development Study** (5 points, 1-2 pages in length). You will be asked to: a) formulate your own research question regarding child development and b) briefly outline a research strategy that could be used to answer that question.

**Project #2: Observation of Cognitive or Social Development** (5 points, 4 pages including notes). You will be asked to team up with another member of the class and together complete one of two observational tasks, focusing on an aspect of cognitive or social development. For the cognitive development task, if you know a child between the ages of 4 and 8 years who is willing to be interviewed (and whose parent gives you permission to interview the child), you will ask the child to complete two Piagetian conservation tasks, and to record your observations of the child's responses. For the social development task, you will unobtrusively and anonymously observe parents and their children in a grocery or toy store, and record observations regarding their parenting strategies.

**Project #3: Analysis of Child Development Research with Policy Recommendations** (15 points, 6 pages excluding references). You will be asked to:

- 1) Choose from a list of topics to be provided which apply child development research and knowledge to understanding real-world issues or problems
- 2) Locate 3 recent empirical research papers on the topic that are published in peer-reviewed academic journals (publication date must be after 2000)
- 3) Summarize the papers and provide policy recommendations that follow from the results of the papers.
- 4) You will be asked to attach copies of your 3 articles

### Course Schedule:

The following schedule is a guideline, subject to minor changes as the quarter proceeds. Students are required to complete their readings before the lecture on each topic as we will not always review the textbook material in class, and will assume knowledge of it in the class lecture and discussions.

<b>Date:</b>	<b>Topic:</b>	<b>Readings:</b>	<b>Projects Due:</b>
9/23	Introduction, Context and History of Child and Adolescent Development	Chapter 1	
9/28	Developmental Theory and Methods	Chapter 2	
9/30	More Methods	Chapter 2, A #1	
10/5	Conception and Prenatal Development	Chapter 3	<b>ALP1 - 5%</b>
10/7	Nature vs. Nurture or Nature AND Nurture	Chapter 4	
10/12	Cognitive Development: Piaget and Vygotsky	Chapter 6	
10/14	Cognitive Development: Information Processing	Chapter 7	
10/19	Language Development	Chapter 9	
10/21	Literacy and Review for Midterm Exam	A #2	
10/26	<b>Midterm Exam</b>		<b>Midterm 30%</b>
10/28	Emotional Development	Chapter 10	
11/2	Motivation and Self Regulation	Chapter 10	
11/4	Self and Identity Development	Chapter 11, 13	<b>ALP2 - 5%</b>
11/9	Moral Development	Chapter 12	
11/11	Context I. Family and Attachment	Chapter 14, pp.425-441	
11/16	Context II. Child Care and Schooling	Chapter 15	
11/18	Context III. Interpersonal Relationships, Stress and Psychopathology	pp.621-626, A #3	
11/23	Context IV. Poverty, Health and Well-being	A #4	<b>ALP3- 15%</b>
11/25	SEVEN-UP and SEVEN PLUS SEVEN (extra credit for final exam)		
11/30	Transition to Early Adulthood	A #5	
12/2	T.B.A./Catch-up/Review		
12/7	<b>Final Exam: 3-5 PM, ANNENBERG 345</b>		<b>Final – 40%</b>