

SESP 201 Fall 2010
Human Development: Childhood and Adolescence
Tuesday and Thursday 9:30-10:50 a.m. Parkes Hall 213

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Required Readings: Berk, L.E. (2010). *Development Through the Lifespan*, 5th Ed., Boston, Allyn & Bacon.
Selected journal articles.

Goals:

The goal of this course is to provide you with a foundation in human development and to introduce you to major theories, research methods, research findings, and applications of development. We will cover the period of conception and prenatal development through the end of adolescence, looking at physical, perceptual, motor, cognitive, language, social, and emotional domains of development. We will look at what changes in development and how and why these changes are thought to occur. You will learn what it means to think developmentally about both children and adults. The course will cover normative development (what are the typical changes that occur for children) and individual differences (how do children differ from one another and why).

In this course, you will learn to read and evaluate research on child development in professional journals and as presented in the media. We will also discuss the application of knowledge about development to areas of education, social policy, and working with children who have special needs. You will have the opportunity to observe and interact with young children during and outside of class.

Course Requirements:

Students are expected to attend lectures, participate in in-class discussions and assignments, read all of the assigned readings before coming to class, complete 3 active learning projects, and take a midterm exam and a final exam. Attendance will be taken in class. Class announcements, answers to frequently asked questions, and thought questions will be posted on Blackboard. You are strongly encouraged to visit the TA and the Instructor during office hours.

Evaluation:

The active learning projects are worth a total of 25% of your grade, and class participation is worth 10%. The mid-term exam will account for 25% of your grade, and the final exam will be worth the remaining 40%. Exam questions will consist of multiple choice, short answer, and essay questions. Materials from the text, assigned readings, and lectures will all be included. The lectures will not be fully redundant with the text, so expect questions that derive from material presented in class or from material in the readings that was not covered in class. Grades are assigned as follows:

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	0.0	< 60%

Course Policies:

Disabilities: students with documented disabilities should contact the instructor **at the beginning** of the quarter with their documentation to arrange for needed accommodations. You must be registered with the office for Services for Students of Disabilities.

Make-ups: may only be arranged for serious and unavoidable conflicts. You must contact the instructor prior to the scheduled exam or in-class project. A physician's note must be provided in the case of an illness.

Incompletes: are strongly discouraged and granted only in extreme cases in consultation with the Dean's office.

Scholastic Dishonesty: will result in a failing grade or other sanctions. See NU's principles of 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 projects are designed to give you experience observing and interviewing children, as well as to give you an introduction to reading and evaluating research literature in child development.

Project #1: *Observation of parent-child interaction or peer interaction* (5 points, 1-2 page write up).

You will be asked to observe either parent-child interaction in a store or peer interaction on a playground. If you choose the store, you may go to a grocery store or a toy store. Keep in mind that the place you choose may affect your observations (e.g., Whole Foods vs. Target). You will observe unobtrusively and anonymously. Your task is not to evaluate parenting behavior, but to describe and classify the strategies you observe. If you wish to observe peer interactions, you may choose a playground on your own, or contact the Professor to make arrangements to observe a preschool class. You will be expected to describe your observations and then provide a developmental analysis of the children's play and interactions.

Project #2: *In-class interview of a preschool child* (5 points, 1-2 page write up). You will be asked to break into groups and prepare two Piagetian conservation tasks, as well as three questions about moral development. Each group will have the opportunity to administer the tasks and to interview a preschool aged child during class. You will write up your observations in a 1-2 page summary.

Project #3: *Analysis of Child Development Research with Intervention or Policy Implications* (15 points, no more than 5 pages excluding references). You will be asked to choose a topic of child development research that has implications for social policy or for intervention with children and families. Your topic must be approved by the Professor or the TA in advance. Locate three empirical research papers on the topic that are published in peer reviewed academic journals (within the last 10 years). Summarize the papers, and discuss the implications for public policy or for intervention.

Course Schedule:

This schedule may be altered slightly as the quarter proceeds. Students are required to complete the readings before the lecture on each topic. Lectures will expand on the text material, but will not be duplicative. *Attendance at guest lectures is mandatory.*

Date:	Topic:	Readings:	Assignments:
9/21	Intro/History/Theory	Ch. 1	
9/23	Theories of Development	Ch. 1	
9/28	Methods and Foundations	Ch. 2, Article #1	
9/30	Prenatal Development	Ch. 3	
10/5	Infancy: Motor and Perception	Ch. 4	Guest Lecture
10/7	Infancy: Brain and Cognition	Ch. 5	
10/12	Infancy: Temperament and Emotion	Ch. 6	
10/14	Infancy: Attachment and Relationships	Ch. 6, Article #2	
10/19	Early Childhood: Motor and Cognition	Ch. 7	
10/21	Early Childhood: Cognition and Language	Ch. 7, Article #3	
10/26	Midterm Exam		
10/28	Early Childhood: Emotion and Self	Ch. 8	
11/2	Early Childhood: Moral and Relationships	Ch. 8	ALP 1 Due
11/4	Discussion of all articles	Article #4	
11/9	Middle Childhood: Cognition/Language	Ch. 9	
11/11	Active Learning Project #2 in class		
11/16	Middle Childhood: Social/Emotional	Ch. 10	ALP 2 Due
11/18	Adolescence: Puberty and Cognition	Ch. 11	
11/23	Adolescence: Social and Emotional	Ch. 12	
11/30	Adolescence: Social and Emotional	Ch. 12	ALP 3 Due
12/2	Review		
12/6	Final Exam: 3-5 p.m.		