I. COURSE OBJECTIVE

Examines change throughout the lifespan in social relationships, emotional functioning, language, cognition, and other psychological domains with emphasis on infancy throughout adolescence. Introduce major theories of development. Stresses the interaction of social and cognitive factors in development, and the interaction of the developing person with the environment. Also explores individual and cross-cultural differences in patterns of development, and research issues in developmental psychology. Most of the curriculum focuses on infancy to the end of adolescence. Must be enrolled in NU Honors Program...no exception! Prerequisite Psyc 1101.

II. COURSE SESSIONS

* Sessions will be one(1) hour and forty (40) minutes in duration.

* Sessions will be approximately 50% lecture and 50% application (videos, discussions, and out-of-class assignments).

* Students should arrive at sessions on time. If students must be late as per an emergency....they cannot enter a class session after 10:05am.

* Students may not engage in a cellular telephone conversation, or make cellular telephone calls during a class session. Likewise, students must put their cellular telephones on vibrate, silent or off mode.

III. COURSE TEXTBOOK (Required)


IV. COURSE REQUIREMENTS AND GRADING

1. Tests 1, 2 and 3...Each test will consist of a combination of short answer, discussion, multiple-choice and true/false questions. Each test will be worth 100 points

2. Article Critique/Presentation...A detailed description of the critique/presentation required content and subsequent grading is attached (pgs. 6-8). 100 points
3. **Extra Credit…** Each student will be given the opportunity to earn 10 extra credit points by completing the TRACE at the end of the semester. The points will be added to the sum of the cumulative course points. The total sum will subsequently be divided by 4 to determine course grade. Under no circumstances will students be given more than 10 extra credit points, or other additional opportunities to increase his/her course grade.

Example:  
Test 1 = 90/100  
Test 2 = 86/100  
Test 3 = 82/100  
AC/P #1 = 100/100  
**ExCr = 10/10**  
Total Sum = 368  
Course Grade: 368/4 = 92 (A-)

4. **No Final Exam For This Course:**  
   However, Professor Spikes will be available on the “scheduled” date/time of the final exam to provide 1:1 course feedback, and/or to address any issues that students may have with their course grades. *If a student does not want such feedback, then he/she is not required to be present.*

5. **The grading-scale will be as follows:**  
   94 - 100 (A)  
   86 - 89 (B+)  
   76 - 79 (C+)  
   66 - 69 (D+)  
   59 and Below (F)  
   90 - 93 (A-)  
   83 - 85 (B)  
   73 - 75 (C)  
   63 - 65 (D)  
   80 - 82 (B-)  
   70 - 72 (C-)  
   60 - 62 (D-)

V. **OTHER COURSE POLICIES**

1. **Powerpoint Slides/Presentations:**  
   Very minimal! It is a platform resource that is an option and not requirement for use by faculty.

2. **Class ‘Buddy’:**  
   Each student will be expected to partner with another student (“Buddy”) in the class. The two will exchange contact information so that in the event that one of them miss a class session…then he/she will have someone to get missed class notes/handouts. Likewise, they ‘may’ choose to contact each other when preparing/studying for an exam. Time will be allotted during the first and second class sessions for buddies to be selected. **NOTE:** Students can still see Professor Spikes directly for ‘clarification of the content’ of specific missing notes. But, Professor Spikes will not provide detailed notes (in writing or verbally) that were presented in a missed session.

3. **Textbook Reading with reference to Tests:**  
   When studying course material in preparation for a test/quiz, you will need to know (in detail) ALL information on the lecture outlines (including the specifics of all studies/experiments discussed). In addition, you will need to have a “general” understanding of all information in the textbook chapters. However, you will not be
expected to recall very specific details of all studies/experiments presented in the textbook chapters (example: number, sex and age of subjects)...only an understanding of the overall findings/trend of the studies/experiments. I will not test you on topics in the textbook that were not discussed or “listed”/referenced in either a lecture or lecture outline.

4. Lecture Outlines:
For all course topics covered, you will be given a written lecture outline. Please know the following with reference to the outlines:

First: The outlines are not intended to replace your textbook information/reading. Though, most of the information on the outlines are also addressed in the textbook.

Second: The outlines provide a proficient means to covering information in an organized manner. They are not detailed written lecture notes that I will simply read to you! They permit more time to focus on understanding (as opposed to ‘writing’) the content of lectures; as well as for time allotment for in-class and out-of-class activities.

Third: A lecture outline will be emailed at least one day prior to when it will be covered in class.

5. Out-of-Class Session Assignments and In-class Videos:
The course curriculum consists of some in-class videos and out-of-class session assignments. You will be tested/graded on the in-class videos and out-of-class session assignments. You are expected to remain in class and view the in-class videos. Likewise, you are expected to complete the out-of-class session assignments. The in-class videos and out-of-class session assignments are critical learning elements of the course curriculum.

6. I WILL NOT ACCEPT ANY ASSIGNMENTS VIA EMAIL!!!!!!!!

7. Make-Up Tests!

NOTE: Make-ups will only be allowed for tests...and none of the other course requirements! No exceptions!

Students will be permitted a make-up test/quiz if they have an illness or emergency-situation that results in them not being able to take a scheduled test. However, the students must present documentation/proof of the illness or emergency. Further, students must contact Professor Spikes in person or via email prior to missing a scheduled test. If not, then students might not be permitted to take a make-up test. For emergency illnesses/situations whereby students cannot contact Professor Spikes immediately...they must eventually do so within 24-hours of missing the scheduled test. If not, then students will not be permitted to take a make-up test.

All make-up tests must be completed on December 6th at 11:30am or 12:30pm. Students will only be allowed one (1) make-up test. Likewise, make-up tests will consist of discussion questions only. As a result of the “different format”, the make-up tests
may appear to be more difficult. Make-up tests will consist of questions pertaining to information presented in the textbook, lectures, and lecture outlines.

8. **FYI Material**... You will not be tested on information/handouts that is headed as “FYI”.

9. **If you do not attend a class session in which handouts, lecture-outlines, and/or assignments are distributed**, then it is your responsibility to obtain such information from someone other than Professor Spikes.

10. **You are not allowed to use any computer or electronic devices during a test**. If you are observed using such devices, then you will receive a grade “F” on the test.

11. **“CHEATING” ON A TEST/Writing ASSIGNMENT WILL EARN YOU THE FOLLOWING:** A grade “F” on the test/quiz/assignment. A recommendation to the Academic Judicial Committee that you be expelled from the University.

12. Professor Spikes can be reached via email (k.spikes@northeastern.edu). However, she “may” not reply to emails on weekends (Saturday and Sunday), Thursdays (on which she has other professional non-NU related commitments) and holidays. Professor Spikes does not access her NU email account or telephone voice mail between the hours of 5pm and 8am. Professor Spikes can also be reached at her direct extension (617.373.3094) or in her office (149 NI).

VI. **COURSE SCHEDULE** *(Though unlikely, schedule subject to changes)*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/S</th>
<th>READING/S</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Agenda</td>
<td>NONE</td>
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<tr>
<td>(9/9)</td>
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<tr>
<td>Week 2</td>
<td>The Life-Span Development (Introduction)</td>
<td>Ch. 1</td>
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<tr>
<td>(9/13, 16)</td>
<td>The Life-Span Development (Research)</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td>Infancy (Beginnings/Physical Development)</td>
<td>TBA</td>
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<tr>
<td>Week 3</td>
<td>Infancy (Beginnings/Physical Development), continued</td>
<td>Ch. 5</td>
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<tr>
<td>(9/20, 23)</td>
<td>Infancy (Cognitive Development)</td>
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<tr>
<td>Week 4</td>
<td>Infancy (Beginnings/Physical Development), continued</td>
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<tr>
<td>(9/27, 30)</td>
<td>Infancy (Cognitive Development), <em>continued</em></td>
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<tr>
<td>Week 5</td>
<td>Infancy (Socioemotional Development)</td>
<td>Ch. 6</td>
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<td>(10/4, 7)</td>
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<tr>
<td>Week 6</td>
<td><strong>TEST #1 (10/11)</strong> <em>(Chapters 1, 5, 6 and TBA)</em></td>
<td>Ch. 7</td>
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<tr>
<td>(10/11, 14)</td>
<td>Early Childhood (Physical and Cognitive Dev.)...20 min.</td>
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<td></td>
<td>Lecture before test.</td>
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<td>Articles 1-3 (10/14)... Infancy (Beginnings/Physical Development)</td>
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<tr>
<td>Week 7</td>
<td>Early Childhood (Physical and Cognitive Dev.), continued Ch. 8</td>
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<tr>
<td>(10/18, 21)</td>
<td>Early Childhood (Socioemotional Development)</td>
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<td>Articles 4-6 (10/18)… Infancy (Cognitive Development)</td>
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<td></td>
<td>Articles 7-9 (10/21)… Infancy (Socioemotional Development)</td>
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<tr>
<th>Week 8</th>
<th>Early Childhood (Socioemotional Development), continued Ch. 9</th>
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<tbody>
<tr>
<td>(10/25, 28)</td>
<td>Middle and Late Childhood (Phy./Cog.)</td>
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<tr>
<th>Week 9</th>
<th>Middle and Late Childhood (Phy./Cog.), continued Ch. 10</th>
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<tr>
<td>(11/1, 4)</td>
<td>Middle and Late Childhood (Socioemotional Development)</td>
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<td>Articles 10-12 (11/4)… Early Childhood (Physical and Cognitive Dev.)</td>
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<tr>
<th>Week 10</th>
<th><strong>TEST #2 (11/8) (Chapters 7, 8, 9 and 10)</strong></th>
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<tr>
<td>(11/8)</td>
<td>Adolescence (20 min. lecture before test)</td>
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<td>Chaps. 11/12</td>
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<tr>
<th>Week 11</th>
<th>Adolescence, continued Ch. 13/14</th>
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<tbody>
<tr>
<td>(11/15, 18)</td>
<td>Early Adulthood</td>
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<tr>
<th>Week 12</th>
<th>Late Adulthood (Cognitive Development/”Alzheimer’s”) Ch. 18</th>
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<tr>
<th>Week 13</th>
<th>Late Adulthood (Cognitive Development/Alzheimer’s), continued Ch. 19</th>
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<tr>
<td>(11/29, 12/2)</td>
<td>Endings Ch. 20</td>
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<tr>
<th>Week 14</th>
<th><strong>TEST #3 (12/6) (Chapters 11/12, 13/14, 15/16, 18 and 19)…Duration &lt;= 30 minutes 🌋</strong></th>
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<tbody>
<tr>
<td>(12/6)</td>
<td>Articles 14-16 (12/6)… Middle and Late Childhood (Socioemotional Development)</td>
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<tr>
<th>Week 15</th>
<th>“Final Exam Week” (also includes 12/9 of Week 14) Ch. 20</th>
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| (12/12-16)     | Optional 1:1 Appointments with Professor Spikes. If you do not need to speak to me 1:1...then you do not have to come to class on this day! Remember, there is no final exam for this course. Refer to section IV-4 of this syllabus.

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I am looking forward to us having a Productive Semester!

Professor Spikes
CRITIQUE/PRESENTATION: Content Requirement and Grading Criteria

ARTICLE SUBMISSION (5 POINTS)

- Submitted for approval no later than 2 weeks prior to your presentation date!

The articles WILL NOT be approved by me via email, fax, retrieval from department mailbox or mail (postal or delivery services). Thus, you must make an appointment on a Tuesday or Friday between 11:45 and 1pm to have the article approved. Further, a printed copy of the article must be presented. Do not ‘wait until last minute’ to schedule the appointment…for I may not be able to accommodate you at the last minute. Likewise, students will not be allowed to critique the same article. Therefore, you should get approval as soon as possible to prevent the possibility of another student having the article of your interest/selection.

- Must be an empirical research article dated no earlier than 2000.

- Must be pertaining to topics that corresponds to your selected number (see Course Schedule section).

- The approved article (with my signature) must be attached (stapled) to the ‘back’ of the written critique!

WRITTEN CRITIQUE (Cumulative 65 Points)

- Due on the day of your presentation.
- I will not accept any late written critiques…no exceptions (“excuse or no-excuse”)
- Your written critiques must be typed.
- If it consist of more than 1 page, please staple (not fold, paperclip, tape, etc.) the pages together.
- Your critiques must be written in “outline form”…each section clearly labeled and separated!
- The critiques CANNOT be submitted via email, fax, put in my department mailbox or mail (postal or delivery services). The critiques must be given to me during a class session!
- If you do not follow the preceding instructions, then your paper will not be accepted for grading…and you will earn zero points.
I. Content-Elements: (Describe the following content-elements of your article) (5 points each)

1. The Goal of the study. *(The overall mission of the study)*
2. How was the problem formulated? *(Perhaps based on previous research findings and/or actual experiences/issues)*
3. The study’s hypothesis.
4. The research design selected.
5. Ways in which the data was collected.
6. How was the data analyzed?
7. Interpretation of the results.

II. External Validity [“generalization”]: (10 points)

1. How would you rate (high, medium, or low) the degree of external validity of the findings?
2. Explain the reason for your rating…be specific and scientific.

III. Recommendations: (10 points)

Explain and justify recommendations for further research on the topic.

IV. Reflection: (10 points)

1. How is the topic a reflection of some aspect of today’s {USA} society? Provide support/specific examples.
2. How has the topic been incorporated into the course lectures and/or textbook? Provide support/specific examples.

PRESENTATION OF CRITIQUE (Cumulative 30 Points)

- Must be done on the day that corresponds to your selected number. See Course Schedule section.
- Must be approximately 10 minutes.
- Must not “be read” directly from your written critique. Instead, you will verbally summarize/highlight the following sections of your written critique.
  1. The Goal of the study
  2. The study’s hypothesis
  3. Interpretation of the results
  4. External Validity [“generalization”]
     * How would you rate (high, medium, or low) the degree of external validity of the findings?
     * Explain the reason for your rating…be specific and scientific.
  5. Recommendations
     * Explain and justify recommendations for further research on the topic.
6. Reflection
   *How is the topic a reflection of some aspect of today’s USA society? Provide support/specific examples.
   *How has the topic been incorporated into the course lectures and/or textbook thus far? Provide support/specific examples.

   - Present each person (including Professor Spikes) in the class with a type written outline of the presentation.