Subject Details	Subject Title, code and credit hours	PSYC 211, Human Development, 3 KU (6 AKTS)	
	Department	Psychology	
	Program (bachelor's and master's degree)	Bachelors	
	Associated Term	Fall 2023	
	Instructor	Nilufar Alizada	
	E-mail:	nalizada@khazar.org	
	Phone		
	Lecture room/Schedule	Friday via Teams	
	Consultations	With an appoinment	
Teaching language	English		
Subject type (mandatory/elective)	Mandatory		
Readings	**Essential Reading :** Shaffer, D.R. et al. (2020) Developmental psychology: Infancy and childhood. Toronto, Ontario: Nelson. **Further Readings:** 1. Coats, E.J. and Feldman, F.S. (2001) Classic and Contemporary Readings in Social Psychology. 3rd ed. Harlow: Prentice Hall. 2. Craig, W. (2000) Childhood Social Development. Oxford: Blackwell 3. Hewstone, M., Manstead, A.S.R. and Stroebe, W. (1997) Blackwell Reader in Social Psychology. Oxford: Blackwell		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
Assessment and Grading	Components	Deadlines	Percentage (%)
	Mid Term exam	Week 8	35
	Essay	Week 15	10
	Being active member of learning community	During semester	5
	Attendance	During semester	5 (2 absences remove 1 %)
	Presentation/Group discussion	During semester	10
	Final exam	End of semester	35

Marking Criteria	Essay Coherence: The extent to which each statement follows from previous statements Argument: The extent to which there is a convincing line of argument running throughout the work. Evidence: The extent to which claims are supported by relevant and appropriate published research evidence and/or theoretical argument Grammar, spelling and general presentation Work which is late without permission will be penalised by 3 marks per day. If plagiarism is detected in one essay, other essays by the student concerned will be examined very carefully for evidence of the same offence. Presentation Information: detailed, accurate, relevant; key points highlighted; Structure: rigorously argued, logical, easy to follow; Analysis and Interpretation: extensive evidence of independent thought and critical analysis; Use of relevant and accurate Evidence: key points supported with highly relevant and accurate evidence, critically evaluated; Presentation Skills: clear, lively, imaginative; good use of visual aids (where appropriate); Time Management: perfectly timed, well organised; Group Skills: engages well with group; encourages discussion and responds well to questions. Work which is late without permission will be penalised by 3 marks per day.
Course Description	Students will be instructed on how individuals evolve as an integral part of society. The curriculum will encompass the theoretical foundations and approaches to understanding the physical, social, emotional, and psychological changes that individuals undergo from the inception in the mother's womb to their eventual demise. This transformation will be examined through theoretical frameworks and approaches, highlighting the underlying causes and factors.
Course aims	- Courses aim to explore the physical, cognitive, emotional, and social development that occurs from infancy to old age. - Students learn about different theoretical perspectives on human development, such as those proposed by Piaget, Erikson, Freud, and others. The goal is often to apply these theories to real-life situations. - Courses often encourage critical thinking by challenging students to analyze and evaluate research, theories, and practical applications related to human development. - Human development courses emphasize the impact of culture on development. The goal is to foster cultural sensitivity and an understanding of how cultural factors influence individuals' experiences and development. - Students may learn how to apply knowledge of human development to various fields, such as education, healthcare, counseling, and social work. - Courses aim to equip students with knowledge and skills to contribute to individuals' well-being across the lifespan, emphasizing factors such as mental health, physical health, and quality of life. - Developing research skills is often a goal, including the ability to critically review research literature, design studies, and interpret findings related to human development - Courses may aim to enhance students' ability to communicate effectively about human development concepts, both in writing and verbally.

Learning Outcomes		1	Description of the stages of human development and behavior.
		2	The role of social psychology, developmental psychology, and individual diversity in human development.
		3	Reflecting on human normal development based on theories and approaches.
		4	Desired outcomes for students at the end of the course:
		5	The ability to explain human development from physical, social, and psychological aspects.
		6	Understanding the role of developmental psychology and social psychology in human development.
		7	Proficiency in understanding human development in stages, including age-specific characteristics, stages of cognitive development, biological changes in the body, acquired abilities, learned emotions, and feelings.
		8	Deep comprehension and adoption of various theories and approaches such as Behaviorism, Nativism, Constructivism, Social Constructivism, Erikson's psychosocial development model, the similarity-attraction effect (Newcomb), Sternberg's "love theory," Social Exchange Theory, the Theory of Equivalence (Balance), psychoanalytic approach, humanistic approach, and other theories and approaches covered during the course.
		9	Understanding the individual's social role in society, family, love, and kinship relationships, and the concept of group dynamics.
		10	The ability to distinguish an individual's personal characteristics and identify the social, biological, and psychological factors influencing these characteristics.
		11	Through assigned tasks such as essays, posters, articles, students should develop their research skills, critically analyze topics related to human development through social and developmental psychology, and reflect the knowledge and skills acquired during the course.

Week	Topics	Readings/Assignments due
1.	Overview of Human Development, its history, research, principles, and theories. Introduction to developmental psychology.	Shaffer, D.R. et al. (2020) Developmental psychology: Infancy and childhood. Toronto, Ontario: Nelson.
2.	Theories of Human Development: The Nature of Scientific Theory	
3.	The Psychoanalytic Viewpoint	
4.	Erikson's Theory of Psychosocial Development	
5.	The Learning Viewpoint, Watson's Behaviorism	
6.	Skinner's Operant Learning Theory	
7.	Bandura's Social Cognitive Theory	
8.	Midterm exam	
9.	Presentations	Shaffer, D.R. et al. (2020) Developmental psychology: Infancy and childhood. Toronto, Ontario: Nelson.
10.	An Example of Observational Learning. Focus On Research Contributions and Criticisms of Learning Theories	
11.	The Cognitive-Developmental Viewpoint Piaget's View of Intelligence and Intellectual Growth	
12.	Sociocultural Influences: Lev Vygotsky's Viewpoint	
13.	The Information-Processing Viewpoint	
14.	Development of the Brain, Neural Development and Plasticity	
15.	Intelligence: Measuring Mental Performance	
16.	Final Exam	