



COURSE OUTLINE

Course Number PSY 207	Course Title Developmental Psychology: Across the Lifespan	Credits 3.0
Hours: lecture/Lab/Other Lecture/15 weeks	Co- or Pre-requisite Completed PSY 101 with a minimum C grade	Implementation sem/year Fall/2009

Catalog description (2014-2015 Catalog):

Studies the physical, mental, emotional and social development of the individual throughout the life span. Students learn to evaluate major theories and methods of study in developmental psychology, to identify the opportunities and dangers inherent at each phase of life, and to understand the factors that influence developmental processes.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

Feldman, R.S. (2017). *Lifespan Development: A topical approach* (3rd ed.). Pearson.

Revision date:

SPRING 2019

Course coordinator:

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Information resources:

The library has an extensive collection of resources that students may use for extra reinforcement of the concepts being taught in this course.

Other learning resources:

Companion website for the text: <http://www.pearsonmylabandmastering.com/northamerica/mypsychlab/>

Course Competencies/Goals:

The student will be able to:

- I. Define and think critically about major issues and controversies related to human development. (GE Goal 1, 5, 9; MCCC Goals A, B, C)
- II. Describe and explain the links between physical, cognitive, emotional, and social development from birth through death. (GE Goal 1, 5, 9; MCCC Goals A, B, C, D)
- III. Discuss and think critically about how the environment and culture influence infants, children, and adults and their development. (GE Goal 1, 5, 8; MCCC Goals A, B, D, G)
- IV. Identify and critically evaluate ethical issues related to human development throughout the lifespan (GE Goal 1, 5, 9; MCCC Goals A, B, C, G)
- V. Locate, evaluate, and use information from a variety of sources, including peer-reviewed psychology journals. (GE Goal 1, 5, 9; MCCC Goals A, B, D)
- VI. Develop writing skills in conjunction with the use of APA format. (GE Goal 1, 5, 9; MCCC Goals A, B, D)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Units of study in detail

Unit 1: Introduction to the life span perspective

Learning Objectives

The student will be able to...

- Describe the characteristics of the life span perspective.(CG I)
- Explain how development is a product of biological, cognitive, and socioemotional processes.(CG I and II)
- Describe the periods of development and the varying conceptions of age.(CG I and II)

- Describe the three issues in development research: stability-change, nature-nurture, and continuity-discontinuity. (CG I, III, and IV)
- Describe the different psychological perspectives and explain how these perspectives influence human development. (CG I, III, and IV)
- Describe the methods developmental psychologists use to observe, describe, and explain behavior.(CG I)
- Compare and contrast the designs used to study age-related changes.(CG I)
- Discuss the scientific and ethical responsibilities of developmental researchers (CG IV)

Unit 2: Biological processes and physical development

Learning Objectives

The student will be able to...

- Explain how development is influenced jointly by heredity and environment. (CG III)
- Describe prenatal development from conception to birth.(CG I and II)
- Discuss how prenatal development is influenced by the environment including the pregnant woman's nutrition, stress, age, and teratogens. (CG III)
- Describe the stages of labor and delivery and the necessary components to a safe birth. (CG I)
- Explain the necessary behaviors that will prepare the baby for a healthy adjustment to life outside the uterus.(CG I and III)
- Explain how fetuses and newborns experience the world. (CG I)
- Describe how physical development changes developmentally. (CG I)
- Describe the development of the nervous system from birth through adulthood.(CG II and III)
- Explain the factors associated with longevity and life expectancy. (CG I, II, and III)
- Describe the theories of aging. (CG I, II, and III)
- Describe the development of gross and fine motor skills from infancy through adulthood. (CG II and III)
- Explain how the environment and culture can impact the development of motor skills.(CG III)
- Describe the development of the basic sensory and perceptual processes from birth through adulthood and how individuals integrate information from different senses. (CG I, II, III)

Unit 3: Cognitive processes and development

Learning Objectives

The student will be able to...

- Describe and evaluate Piaget's theory of cognitive development. (CG I and II)
- Describe and evaluate Vygotsky's sociocultural theory. (CG I and II)
- Describe the information-processing approach to understanding cognitive development. (CG I and III)
- Compare and contrast Piaget's, Vygotsky's and the information-processing theories. (CG I, II, and, III)
- Explain how adults think differently than adolescents.(CG II and III)
- Discuss how attention, memory, and thinking change developmentally. (CG II and III)
- Describe how the use of strategies for remembering changes with age. (CG II and III)
- Describe how problem-solving skills changes developmentally.(CG II and III)

- Define “intelligence” and discuss the different theories of multiple intelligences. (CG I, II, and III)
- Discuss the strengths and weakness of intelligence testing. (CG I and III)
- Describe the development of intelligence and the roles of heredity, ethnicity, socioeconomic status, and environment play in intelligence. (CG I, II, and III)
- Discuss the characteristics of gifted and creative children. (CG I and II)
- Discuss the different forms of intellectual disability. (CG I, II, III, and IV)
- Discuss the relation between intelligence and learning disabilities. (CG I, II, III, and IV)
- Explain how infants and children learn to speak emphasizing the impact of language exposure and culture. (CG II and III)
- Discuss how children learn and apply the rules of syntax. (CG II and III)
- Discuss developmental changes in pragmatics. (CG II and III)
- Explain how language development is link to children’s ability to read and write. (CG I, II, and III)
- Explain how cognitive development is jointly influenced by heredity and environment. (CG I, II, and III)
- Explain how children, adolescents, and adults influence their own cognitive development. (CG I, II, and III)

Unit 4: Socioemotional processes and development

Learning Objectives

The student will be able to...

- Explain how children begin to experience and express different emotions. (CG I and II)
- Explain developmental changes in how we recognize and use others’ emotions. (CG I and II)
- Describe developmental changes in how individuals regulate their emotions. (CG I and II)
- Describe the different features of temperament. (CG I and II)
- Explain the biological and cultural influences on temperament. (CG I, II, and III)
- Discuss the importance of the attachment relationship that develops between and infant and primary caregiver. (CG I, II, and III)
- Describe the different types of attachment relationships that exist during childhood, adolescence, and adulthood. (CG I, II, and III)
- Explain the biological and cultural influences on attachment. (CG I, II, and III)
- Discuss how infant-child attachment patterns impact dating and romantic relationships in adolescence and adulthood. (CG I, II, and III)
- Describe how infants acquire a sense of self and how the sense of self develops through childhood, adolescence, and adulthood. (CG I and II)
- Discuss how adolescents achieve an identity. (CG I and II)
- Describe developmental changes in self-esteem. (CG I and II)
- Discuss the development of personality in adulthood. (CG I, II, and III)
- Discuss biological, social, and cognitive influences on gender. (CG I and II)
- Describe developmental changes in gender stereotyping. (CG I, II, and III)
- Describe differences and similarities between males and females in terms of physical development, intellectual abilities, personality, and social behavior. (CG I, II, and III)
- Describe developmental changes in gender roles and how gender is linked with aging. (CG I, II, and III)
- Explain how socioemotional development is jointly influenced by heredity and environment. (CG II and III)
- Explain how individuals influence their own socioemotional development. (CG II and III)

Unit 5: Social contexts of development

Learning Objectives

The student will be able to...

- Explain the family life cycle and how the five environmental systems impact family processes. (CG II and III)
- Discuss the diversity of adult lifestyles and how these lifestyles affect adults. (CG II and III)
- Discuss how the different styles of parenting influence child and adolescent development. (CG I, II, and III)
- Discuss how children help determine how parents rear them. (CG III)
- Assess the issue of becoming independent from parents. (CG III)
- Discuss how children are impacted by divorce and the blending of families. (CG I and III)
- Discuss how sibling relationships impact child development. (CG I and III)
- Describe developmental changes in peer relations. (CG II and III)
- Explain how group membership, popularity, and rejection influence child development. (CG III)
- Explain the functions of friendships during childhood, adolescence, and adulthood. (CG II and III)
- Describe developmental changes in play and leisure. (CG I, II, and III)
- Explain the social theories of aging and how social experience influences the aging process. (CG I, II, and III)
- Explain how culture, socioeconomic status, poverty, and ethnicity influence development. (CG I and III)

Unit 6: Endings: Death, Dying, and Grieving

Learning Objectives

The student will be able to...

- Describe the causes of death across the life span. (CG I and III)
- Describe how attitudes toward death differ at various points in the life span. (CG I, and III)
- Discuss how individuals psychologically handle facing their own deaths. (CG I, III, and IV)
- Discuss how individuals psychologically handle the death of someone else. (CG I, III, and IV)
- Describe cultural influences on death, dying, and grieving. (CG III)

Evaluation of student learning:

Exams (70% of overall course grade):

- Students will be required to take a series of tests (at least two), each of which may consist of multiple choice, true-false, matching, completion, essay type questions, or any combination of the above. (CG 1, 2, 3, 4)

Writing assignments (30% of overall grade):

- Students will be required to complete a series of writing assignments to assess specific development knowledge and critical thinking skills. These writing assignments will be used to analyze the physical, cognitive, emotional, and social development of children, adolescents, or adults using theories of human development. These writing assignments may consist of ongoing journaling, reflection or reaction papers, research papers, projects, or recordings of observations of a particular child/adolescent/adult or group of children/adolescents/adults. At least one

assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings. (CG 1, 2, 3, 4, 5)

Academic Integrity Statement:

Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception.

Students should never:

- Knowingly represent the work of others as their own
- Knowingly represent previously completed academic work as current
- Fabricate data to support academic work
- Use or obtain unauthorized assistance in the execution of any academic work
- Give fraudulent assistance to other students
- Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.