

COURSE OUTLINE

Psychology 106 (C-ID Number: PSY 180)
Developmental Psychology (C-ID Title: Introduction to Lifespan Psychology)

I. Catalog Statement

Psychology 106 provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research in physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

Total Lecture Unit: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 101

II. Course Entry Expectations

Skill Level Ranges: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 12th grade level or above;
2. write an organized and grammatically correct essay which focuses on a central idea and employs specific details;
3. take good lecture notes and follow complex oral directions;
4. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them);
2. analyze elements of a scientific approach to understanding human development in a biopsychosocial context;
3. identify biological, psychological, and sociocultural influences on lifespan development;
4. describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan;

5. describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives;
6. identify and describe the techniques and methods used by developmental psychologists to study human development;
7. identify and describe classic and contemporary theories and research in lifespan psychology;
8. describe the developing person at different periods of the lifespan;
9. identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. Introduction | 8 hours |
| 1. Historical overview | |
| 2. Research methodology | |
| 3. Cause and effect experiments and correlational experiments | |
| 4. The concept of developmental stages | |
| 5. Theoretical perspectives | |
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| B. Physical, Cognitive, Social, and Emotional Development | 33 hours |
| 1. Prenatal development | |
| 2. The first two years | |
| 3. Ages two to five | |
| 4. Ages six to twelve | |
| 5. Adolescence | |
| 6. Early adulthood | |
| 7. Middle adulthood | |
| 8. Late adulthood | |
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| C. The Final Journey of Life | 4 hours |
| 1. Dying | |
| 2. Death | |
| 3. Bereavement | |
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| D. Genetics | |
| 1. Genes, chromosomes, and genetic transmission | 3 hours |
| 2. Genetic and chromosomal disorders | |

V. Methods of Instructions

The following methods of instruction may be used in the course:

1. classroom lecture, discussion, and demonstration;
2. small group activities, projects, debates, and presentations;
3. computer laboratory use in internet resources and interactive demonstrations;
4. student presentations and discussions;

5. multimedia;
6. guest speakers;
7. field trips;
8. on-line instruction.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. homework assignment (e.g. short reaction paper to explain purpose of pre-school literature);
2. essays demonstrating application of concepts and critical thinking skills (e.g. written critique of article written in a popular parenting magazine);
3. research paper demonstrating use of sources and critical thinking skills (e.g. paper using current professional journals to contrast views on early onset puberty for girls and boys);
4. individual projects (e.g. presenting stages for coming to terms with death and dying);
5. group projects (e.g. power point presentation of stages of development).

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. four to five in-class tests requiring demonstration of course exit standards;
2. instructor evaluation of short papers demonstrating application of concepts and critical thinking skills;
3. instructor evaluation of research paper demonstrating use of sources and critical thinking skills;
4. peer review of class participation in individual or group tasks to practice course exit standards.

VIII. Textbook

Berger, Kathleen *Invitations to Life Span*. New York; Worth, 2013. Print.
12th Grade Textbook Reading Level. ISBN: 978-1-4292-8352-6.

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. describe the history of and traditional approaches to the study of developmental psychology;
2. discuss the developmental changes that take place across the human life-span;
3. discuss the nature versus nurture controversy as it applies to developmental psychology;
4. describe research methodology used in developmental psychology;
5. evaluate the differences between cause and effect relationships and correlations;
6. analyze the interaction of cognitive, social, emotional, and physical development across the human life-span.