

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: **DEVFLQPhFNTAI PSYCHO! QGY**

Code NO: PSY IOQ-3

Program: EC.F

Semester: FIRST

Date: September, 1967.

Author: Tilt, Tammlk, Room E45Q, Ext. 22S

New:

Revision

APPROVED:

 **UEL**
Chairperson

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Date

DEVELOPMENTAL PSYCHOLOGY

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Course Number

COURSE DESCRIPTION-

Human growth and psychological development, from conception through late childhood, will be studied with an emphasis on the characteristic developmental changes in a person's behavior, that are a result of the interactive and interdependent effects of maturation and experience. Psychological methodology, research, concepts and theories will be examined in relation to developmental tasks and processes.

COURSE PHILOSOPHY/GQAL5-

This course is designed to develop students' understanding of the concepts, methodologies, theories and processes of normal human psychological development from conception through late childhood. Changes in behavior throughout the life span, will be interpreted as resulting from the dynamic, interdependent and interactive effects of maturation and experience.

Course Goals: To study and develop and understanding of:

1. The different philosophical assumptions and theoretical viewpoints regarding the nature of man and his psychological development.
2. The methodologies, research, concepts, theories and determinants of human psychological development.
3. The developmental tasks and processes that characterize each phase of human psychological development from conception through late childhood.
4. The interactive and interdependent effects of maturation and experience on age related changes in human behavioral development.

mnRSF OBJECTIVES:

To be able to critically discuss and demonstrate, through oral and written responses, an understanding of:

1. Characteristic age related changes in human behavior and psychological processes from conception through late childhood.
2. The interactive and interdependent effects of maturation and experience on human psychological development.
3. The various philosophical assumptions and theoretical interpretations regarding the nature of human psychological development.
4. The methodologies, research, concepts, theories, and determinants of human psychological development.
5. Essay Research and Preparation; Students will be required to write a course essay (1,500 words, properly referenced and typed) on a topic of their choice (within the scope of this course) in consultation with and subject to the approval of the instructor.

NOTE: Students should also refer to the course text's accompanying "Student Study Guide" for more specific learning objectives related to each chapter of the text.

TEXTS;

**i Life-Span Development ,5££QDJL Edition, by J.w. Santrock,
W.C. Brown Co., Publishers, 1986.**

**2 Student Study Guide by M.G. Walraven. (for the course text, above)
W.C. Brown Co., Publishers, 1986.**

NOTE: Other readings may be assigned during the course, at the discretion of the instructor. Students will also be responsible for understanding audio-visual, lecture and class discussion materials presented during the course. The exact dates of the ifisls. referred to in the following "SYLLABUS" section will be announced in class.

SYLLABUS;

Unit I Topics (Ch. *1 to *3):

- introduction to course and review of course outline.
- introduction to life-span development perspective.
- history, issues and the periods and processes of development.
- the science of life-span development and its research methods.
- philosophical world views and theories of development.
- the biological foundations of development.
- principles of evolution, ethology, sociobiology and heredity-environment interaction.

Assigned Readings: Text, Ch., *1 to *3.

Test *1: (approx. mid-Oct.) covering all of Unit I assigned readings.

Unit II, Topics (Ch., *4 to *6):

- prenatal development, birth, infant physical, psychological and behavioural development.
- sensation, perception and cognitive development during infancy.
- learning, Piaget's theory, attention, memory and language development.
- social, emotional and personality development during infancy.
- family processes, attachment and socialization.
- the development of trust, self and independence.

Assigned Readings: Text, Ch., *4 to *6.

Test *2: (approx. mid-Nov.) covering all of Unit II assigned readings.

Unit III, Topics (Ch., *7 to *10):

- early childhood physical, motor and cognitive development.
- attention, memory and information processing.
- language development and early childhood education.
- social, emotional and personality development in early childhood.
- family and peer relationships and influences.
- play and the socialization influences of television.
- self, sex role and moral development.
- middle and late childhood physical and cognitive development.

Unit 111, Topics, continued.

- intelligence, information processing, writing and reading development.
- social, emotional and personality development.
- family, peer, and school socialization influences.
- self, sex role and moral development during middle and late childhood.

Assigned Readings: Text, Ch., *7 to * i o.

Test *3: (approx. mid-Dec.) covering all of Unit HI assigned readings.

INSTRUCTIONAL METHODOLOGY;

Student learning will be facilitated by lectures, class disucssions and audio-visual presentations. During the student's course essay (see p.3, "course objectives") research and preparation, the instructor will be available on an individual basis for advice and resource consultation.

EVALUATION;

Students will be responsible for regular attendance and class participation in all areas of the course as outlined and for all readings, assignments and tests as requested by the instructor. The course evaluation system can be modified at the discretion of the instructor.

The final course grade will be determined as follows:

1. Project.....	15%
2. Essay.....	25%
3. Test * 1.....	20%
4 Test *2.....	20%
5. Test*3.....	20%
TOTAL	<i>m&</i>

A grade of A+, A, B, C, or R will be awarded upon completion of all of the .course requirements, in accordance with the grading policy of Sault College.

- A+ - 90 - 100%
- i.e. A - 80 - 89%
- B - 70-79%
- C - 60-69%
- R - below 60%