

Course Outline

Course Title; Developmental Psychology

Course Humbert **Psy** 100-3 (1st semester)

 Psy 110-3 (2nd semester)

Instructor: Tiit Tammik .*"..

Course Description:

A study of normal human growth and psychological development from conception through old age. An exploration of the changes in a person's behaviour that are a result of the interdependent and interactive effects of maturation and experience. Psychological concepts, theories and methodology will be examined in relation to developmental processes and tasks.

Course Philosophy: . ~

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

Course Goals:

To study and develop an understanding of:

1. - the concept, theories and determinants of human psychological development as well as the methods of study used in the field of developmental psychology.
2. - the different philosophical assumptions and theoretical points of view regarding the nature of man and his development
3. - the common and characteristic age related changes in human behaviour, interests, goals and appearance from one developmental stage to another
4. - when behavioural and psychological changes occur and what causes t
5. - **the** developmental processes and tasks characteristic of each stage of human development.
6. - the extent to which developmental changes are predictable and individual or universal.

Course Objectives:

To be able to critically discuss-and demonstrate (through oral and written responses) an understanding of: .

1. r the concept, processes, theories and determinants of human psychological development
2. - the different philosophical assumptions and theoretical points of view regarding the nature of man and his development
3. - the common and characteristic age related changes in human behaviour, interests, goals and appearance from one developmental stage to another
4. - when behavioural and psychological changes occur and v/hat causes them
5. - the developmental processes and tasks characteristic of each stage of human development
6. - the extent to which developmental changes are predictable and individual or universal "

In addition, students will also be required to demonstrate the ability to:

7. - (during 1st semester) (a) select a topic of interest in the area of normal human psychological development (in consultation with and subject to the approval of the instructor) (b) conduct library research study in their selected topic area and (c) prepare and submit a "term paper" (1,000 words minimum; typewritten, double spaced) on this topic
8. - (during the 2nd semester) (a) select a topic of interest in the area of normal human psychological development " (in consultation with and subject to the approval of the instructor) (b) work with a partner of their choice conducting library research on their topic (c) prepare and conduct a class seminar presentation/discussion" NOTE: the topic chosen must be significantly different from the "term paper" topic chosen by either of the partners.
9. - observe and understand age related behaviours of an infant (1st semester) and a preschool aged child (2nd semester) by preparing "observation assignment" reports describing their observations and interpretations as well as relating their observations, and interpretations to the course material.

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



Texts: Developmental Psychology Today, 2nd edition, CRM/Random House 1975.
. Study Guide/Workbook to Developmental Psychology Today, 2nd edition, CRM/Random House 1975

Articles on reserve, College LRC

1. De Mause, L. Our Forebears Made Childhood a Nightmare, Psychology Today, April 1975, pp. 85-88
2. Elkind, D., Erik Erikson's Eight Ages of Man
3. Elkind, D., Giant in the Nursery - Jean Piaget

NOTE: Other readings may be assigned during the course at the discretion of the instructor. Students will also be responsible for understanding material presented in films. See pp 451-457 (text) for summary descriptions of some of the films to be shown during the course.

Syllabus: NOTE: The entire Developmental Psychology course is divided into two separate courses, (psy. 100-3, 1st semester and Psy 110-3, 2nd semester.) A separate grade for each will be given at the end of each semester. Each semester (course) is divided into four approximately equal units of time and course material to be covered.

. Psy. 100-3 (1st semester)

Unit I (4 weeks):

- introduction to the course and overview of course outline
- the concept of development
- overview of historical background
- use of theory and contributions of other disciplines
- the nature and explanation of human development
- philosophical models of man
- (a) behaviour - learning
- (b) evolved - primate and
- (c) psychodynamic theories of human development

Assigned Reading: text pp 5-43; study guide pp 1-13; De Mause article and the two articles by Elkind (on reserve College L.R.C.)

Quiz/Test: October 2..'

Unit II (4 weeks) :

- biological and environmental determinants of human development
- methods of studying determinants
- conception and genetics
- periods of prenatal growth and development
- ^prenatal behaviour

Assicr.ed Reading: Text pp 45-81; study guide pp 14-25

Mid Term Test: Oct". 20.

Unit III (4 weeks) :

- basic functions and rhythms of the new born infant
- reflexes and sensory capabilities
- perception, attention, memory and learning
- personality and social relations
- fundamentals of physical growth and social changes
- developmental norms and individual variability
- development of motor abilities and the roles of maturation and experience
- cognition, attention and perceptual functioning during infancy
- concept development; object identity and permanence and representational skills
- infant-environment interaction

Assigned Reading: text pp. 83-141; study guide pp. 26-43

Observation Assignment Report, due November 13th

Test: November 2.7th

Unit IV (3 weeks):

- prespeech development
- attentional, cognitive and communicative precursors to first words
- first words and sentences
- from two words to grammar
- effects of early experience and personality development
- attachment, parent and infant responsiveness
- development of sociability; interactions with parents and peers and the significance of play
- growth characteristics during early childhood and environmental influences
- development of motor abilities; physical and social changes

Assigned Reading: text, pp. 143-201; study guide, pp. 44-61

Term Paper: due December 4-th .

Final Test: December 13th.

Methodology:

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Learning will be facilitated by lectures, seminar discussions and audio-visual presentations. Students will also be responsible for researching and preparing a "term paper"; for this course requirement (and for the "observation assignment") their seminar section instructor will function as a learning consultant and resource person to facilitate individual study and learning.

Evaluation:

Students will be responsible for attendance and participation, all areas of the course as outlined and for all assignments and tests requested.

The final course (Psy 100-3) grade will be determined as follows:

1. Class attendance and participation	5%
2. Quiz/Test (end of Unit I, syllabus)	10%
3. Mid Term test	15%
4. Test (end of Unit III, syllabus)	15%
5. Final Test	20%
6. Term Paper	25%
7. Observation Assignment Report	10%
	TOTAL POSSIBLE 100%

A grade of A, B, C, I, or R will be awarded upon completion of course, in accordance with the grading policy of Sault College:
ie: A, 80-100%; B, 70-79%; C, 60-69%.

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "make-up" period of study.

PSY 110-3, (2nd Semester)

NOTE: Refer to previous sections of course outline- re: philosophy, course goals and objectives etc.

Syllabus: (NOTE: Course PSY 110-3 is divided into four approximate equal units of time and course material to be covered.)

Unit I (3 weeks) :

- introduction to course and overview of course outline
- perceptual advances, sensory coordination and attention during early childhood
- cognitive developmental and representational skills in early childhood
- social interaction and cognitive development
- language development during early childhood
- child's awareness and comprehension of grammar; rules and performance; limitations
- language and cognitive development
- language functioning and environment
- the process of socialization and personality development
- sex-role development, parent-child relations and peer influences
- functions of play
- personality and subcultures

Assigned Reading: Text, pp. 203-263; study guide, pp. 62-79

Test: January 2.9 *

Unit II (4 weeks)

- cognitive development in later childhood; concepts, casual reasoning and problem solving
- changes in representational skills* language, play and memory
- social interaction and cognition
- the concept of intelligence
- acquisition of sex and peer roles in later childhood
- personality and social development
- peer and parent influences
- functions of play and the influences of television, drugs and education
- developmental changes in moral reasoning and morality
- role taking and social interaction
- guilt and self-regulation
- moral conduct and modeling
- consistency in moral development and behaviour

Assigned Reading: text, pp. 267-323; study guide, pp. 80-98

Mid Term Test: February 19.

Observation Assignment Report: due February 12th.

Unit III (4 weeks)

- adolescence: physical and sexual maturation
- size, maturational trends and predicting physical development
- reactions to physical-sexual and social change
- identity: self and society
- cognitive and moral development in adolescence
- sexuality and intimacy
- vocational identity
- the influences of social relations and social class differences in adolescence
- family and peer relations and influences
- the generation gap and moving into adulthood

Assigned Reading: text, pp. 327-383; study guide, pp. 99-116

Test: March 26th.

Unit IV (4 weeks):

- the concept of maturity and new developmental tasks of early adulthood
- identity and interpersonal behaviour
- self-concept, sexuality marriage and parenthood
- social life and the challenge of change
- maturity, physical changes and new developmental tasks of middle adulthood
- identity and interpersonal behaviour
- marriage and family life; parental and post parental life
- divorce and remarriage
- social-life changes
- maturity, physical changes and new developmental tasks of later adulthood
- \elf concept, self-esteem, sexuality and intellectual skills in later
- \ulthood

- family and social-life changes
- disease, aging *zr.d* longovity
- the terminal period of life and dealing with dying

Assigned Reading: text, pp. 387-4 49; study guide, pp. 117-133

Final Test: April 23th.

NOTE: Student "seminar class presentation/discussions", will be scheduled throughout the 2nd .semester (January through April)

Methodology

Learning will be facilitated by lectures, class discussions, stude seminar research and class presentation/discussions and audio-visual presentations. For the "student" seminar research and class presentatic discussions" and the "observation assignments" the students' seminar section instruction will function as a learning consultant and resource person, helping to facilitate individual and cooperative learning.

Evaluation:

Students will be responsible for attendance and participation in a areas of the course as outlined and for all assignments, seminar •preserv- ations and tests requested.

Students will also be significantly involved in the evaluation of one another's seminar class presentation/discussions.

The final course grade will be determined as follows:

1. Test (end of Unit I, syllabus)	15%
2. Mid Term Test	15%
3. Test (end of Unit III, syllabus)	15%
4. Final Test	20%
5. Seminar research and class presentation/discussion	20%
6. Observation assignment report	.10%
7. attendance and participation	' '5%
TOTAL POSSIELE	100%

A grade of A, B, C, I, or R will be awarded upon completion of the course (PSY 110-3), in accordance with the grading policy of Sault College:

ie: A, 80-100%; B, 70-79%; C, 60-69%.

The "I" grade is intended for students who in the opinion of the instructor can benefit from the "make-up" period of study.