

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: DEVELOPMENTAL PSYCHOLOGY

CODE NO.: PSY 100-3

SEMESTER: FALL

PROGRAM: VARIOUS

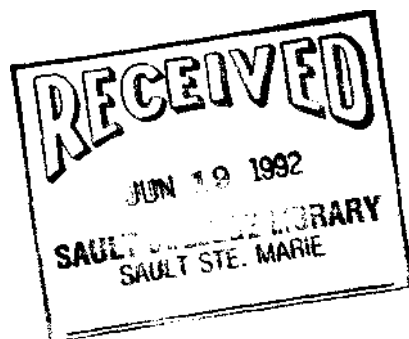
AUTHOR: SOCIAL SCIENCES DEPARTMENT

DATE: SEPTEMBER 1992

PREVIOUS OUTLINE DATED: SEPTEMBER 1991

APPROVED: NADEAN KOCH, DEAN, SCHOOL OF ARTS AND GENERAL EDUCATION

DATE SEPTEMBER 1992



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 behaviour, 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.

PHILOSOPHY

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 behaviour 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 an 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 behavioural development.

COURSE OBJECTIVES

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

1. characteristic age related changes in human behaviour 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 (American Psychological Association format and typed) on a topic of their choice (within the scope of the 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.

TEXTBOOKS

1. Human Development, 5th Edition. by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, Toronto, 1992.
2. Study Guide for Human Development, 5th Edition (Papalia/Olds).

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 tests referred to in the following "SYLLABUS" section will be announced in class.

SYLLABUS

Unit I, Topics (Chapter #1 to #3)

- Introduction to course and review of course outline

Chapter #1 - the subject, history and study of human development
- theoretical perspectives and research methods

Chapter #2 - conception through birth
- heredity and environment
- prenatal development and birth

Chapter #3 - infancy and toddlerhood
- physical development
- brain and behavioural development
- sensory and motor development

Assigned Readings: Text, Chapter #1 to #3

Test #1 - covers all Unit I assigned readings
- Date T.B.A. (approximately one third point in the semester)

Unit II, Topics (Chapter #4 - #6)

- Chapter #4 - infancy and toddlerhood intellectual development
- infant learning and approaches to studying intellectual development
- language and competence development
- Chapter #5 - infancy and toddlerhood personality and social development
- Freud and Erikson's theories
- emotions and differences in personality development
- family influences, sociability, siblings and peer influences
- Chapter #6 - early childhood physical and intellectual development
- health, motor skills and patterns of sleep
- intellectual development (memory, cognition, language, etc.) and environmental influences

Assigned Readings; Text, Chapter #4 - #6

- TEST #2 - covers all Unit II assigned readings
- Date T.B.A. (approximately 2/3 point in the semester)

Unit III, Topics (Chapter #7 - 9)

- Chapter #7 - early childhood personality and social development
- theoretical views, aspect and issues of personality development
- Chapter #8 - middle childhood physical and intellectual development
- growth, fitness and motor development
- intellectual development
- cognitive, moral, memory and language development
- school influences
- Chapter #9 - middle childhood personality and social development
- self-concept and personality development
- emotional disturbances, stress and resilience

Assigned Readings; Text, Chapter #7 - #9

- Test #3 - covers all Unit III assigned readings
- Date T.B.A. (approximately at end of semester)

INSTRUCTIONAL METHODOLOGY

Student learning will be facilitated by lectures, class discussions and audio-visual presentations. During the student's course essay (see 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 curriculum and evaluation system can be modified at the discretion of the instructor.

The final course grade will be determined as follows:

Essay	.25%
Test #1	.25%
Test #2	.25%
Test #3	<u>.25%</u>
Total	100%

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%
A	=	80 - 89%
B	=	70 - 79%
C	=	60 - 69%
R	=	below 60%

NOTE: Students unable to write tests as regularly scheduled must:

1. notify the instructor, as soon as possible, to make alternative arrangements and
2. be prepared to document (i.e. physician's note) their need for alternative testing arrangements.