

Course Outline . . .

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Course Title; Developmental Psychology

Course Number; /^Psy 100-3 (1st semester)

Psy 110-3 (2nd semester) — a

Instructor; Tiit Tammik Room £A-&0. ^<^' 2.2-0,

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 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.

Ocourse Objectives;

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

1. T 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 what 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:**

- (during **bo"tv** semesters) (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 pre\nous topic chosen by either of the partners.

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

- Texts: Developmental Psychology Today, 4th edition/ CRM/Random House 1979.
- Study Guide/Workbook to Developmental Psychology Today, 4th ed., eTW*Random House 1979

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.

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 ;

- 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. 5-4-3.

Test: October

Unit II ',

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

Assigned Reading: Text pp. 4-87.

Mid-Term Test: October.

Unit III

- 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. 8-14-9.

Test: November.

Unit IV

Language 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. 151-23-

Final Test: December.

Methodology:

Learning will be facilitated by lectures, seminar discussions and audio-visual presentations. Students will also be responsible for researching and preparing an oral presentation.

Evaluation:

Students will be responsible for attendance and participation in 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	10^
2. Test	10%
3. Mid Term test	25%
4. Test	10%
5. Final Test	25%
6. Seminar	20*
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, 85-100%; B, 75-84%; C, 60-74%.

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 approximately equal units of time and course material to be covered)

Unit I :

- 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. 2-\ 5 2/77.

Test: FeV>.

.Unit .II \

- ^cognitive development in later childhood; concepts, casual reasoning
- ^knd 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. 2.BI -"343.

Mid Term Test: February

Unit III *

- adolescence: physical and sexual maturation
- ^size, maturational trends and predicting physical development
- ^eactions 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. 34-T o^" .

Test: March

Unit IV ;

- 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
 - pcial-life changes
- aturity, physical changes and new developmental tasks of later adulthood
- self concept, self-esteem, sexuality and intellectual skills in later adulthood

- family and social-life changes
- disease, aging and longevity
- the terminal period of life and dealing with dying

Assigned Reading: text, pp, 4-03 483 •

Final Test: April

Methodology

Learning will be facilitated by lectures, class discussions, student seminar research and class presentation/discussions and audio-visual presentations.

Evaluation:

Students will be responsible for attendance and participation in all areas of the course as outlined and for all assignments, seminar presentations 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	10%
2. Mid Term Test	2.5%
3. Test	10%
4. Final Test	25%
5. Seminar research and class presentation/discussion	20%
6. Class attendance.	10%
TOTAL POSSIBLE	TOUT

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, 85-100%; B, 75-84%; C, 60-74.3.