

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: **DFVFI OPMFNTAI PSYCHO! QGY**

Code No.: ' **PSY 100-3**

Program: **E,r,F.andn.5,w.**

Semester: FIRST

Date: SftpternDftr. 19Sf>

Author: Tilt Tammlk, Rnm F4fi0, Fvt 77B

New: Revision__X_

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Course Name

_PSY 10Q-3

Course Number

COURSE DESCRIPTION-

Human growth and psychological development, 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/GOALS:

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 behavior throughout the life span, will be interpreted as resulting from the dynamic, interdependent and interactive effects of maturation and experience.

Course Goals- To understand 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 throughout the life span.
4. The interactive and interdependent effects of maturation and experience on age related changes in human behavioral development.

Learning 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 throughout the life span.
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. Student Oral Seminar Research/Presentation-

Students will be required to; (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 on their topic and (c) prepare and conduct a 15 minute oral seminar presentation/discussion on this topic. Evaluation criteria and scheduling of student individual oral seminar presentations will be discussed in class.

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:

1. **Life-Span Development**, by J.W. Santrock, Wm.c. Brown Co., Publishers, 1983
2. **Student Study Guide accompanying Life-Span Development (Santrock)**
by MG. Walraven, Wm. C. Brown Co., Publishers, 1983

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

SY1LABUS;

Jnplra- Weeks 1 to 4:

- introduction to course and review of course outline
- history, description and methods of life-span developmental psychology
- historical perspective of life-span development.
- the nature and phases of development
- the scientific methods of developmental psychology
- stage and non-stage theories of human development
- the influences of etiological, evolutionary, anthropological and sociological perspectives on human development

Assigned Readings: text pp. 1 -59

Test * t - (week of October 1) covering Ch. * 1 and *2

Topics; Weeks 5 to 9;

- biological foundation and physical development
- heredity, prenatal development and Infant development and behavior
- cognitive foundations of development
- sensory and perceptual development
- cognitive development and learning
- language foundations and development
- how language is learned
- the course of language development
- the functions of language

Assigned Readings: text pp. 63-155

Test #2 - (week of November 5) covering Ch. #3 - *5

Topics; Weeks 10 to 16;

- social, emotional and personality foundations and development
- Importance of early experiences
- parent-Infant relationships, families and peers
- attachment, independence and the development of self
- physical and cognitive development
- physical and motor development
- cognitive development and early childhood education
- social, emotional and personality development
- family relationships, parenting behavior and children's social behavior
- socialization influences of peers and the media (T.V., etc.)
- personality, sex role and moral development

Assigned Readings: text pp. 157-243

Test *3 - (week of December 17) covering Ch. *6 - #8)

INSTRUCTIONAL METHQDOLOFY;

Student learning will be facilitated by lectures, seminar disucssions and audio-visual presentations. Students will also be responsible for research and presenting an individual _ oral class seminar presentation.

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. Class attendance and participation.....	10%
2. Student oral class seminar presentation.....	15%
3. Test * 1.....;	15%
4. Test*2.....	30%
5. Test*3.....	30%
TOTAL	100%

A grade of A, B, C, or R will be awarded upon completion of the course requirements, in accordance with the grading policy of the student's program.

- i.e. A - 85- 100%
- B - 75-8438
- C - 60-7438
- R - below 60%