

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**

**COURSE OUTLINE**

Course Title. **OFVF1 OPttFNTAI PSYCHOLOGY**

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

Programs: **FTF nSW anrtfiAS**

Semester: **ElfiSI**

Date: **Septemher, !Q8fi**

Author: **TIIltTammik Room F4fi0 Fxt 778**

New.

Revision

APPROVED:

Chairperson

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Date

**DEVELOPMENTAL PSYCHOLOGY**

Course Name

**PSY 100-5**

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/OBJECTIVES-**

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 Objectives- 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 behavioral 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 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. 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, Second 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 student seminar materials presented during the course. The exact dates of the tests referred to in the following "SYLLABUS" section will be announced in class.

**SYUABUS;**

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., \*i to \*3.

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

Unit II Tonics (Ch., \*4 to \*6>.

- prenatal development, birth, infant physical, psychological and behavioural development.
- sensation, perception and cognitive development during infancy.
- learning, Piagefs 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 HI, 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 III Tonics 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 \*10.**

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

**INSTRUCTIONAL METHODOLOGY;**

**Student learning will be facilitated by lectures, seminar discussions and audio-visual presentations. Students will also be responsible for researching and presenting an individual oral class seminar. The instructor will be available as a resource person, to advise students on an individual basis during seminar research and preparation and for a seminar evaluation interview following their class 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:**

<b>1. Class attendance and participation.....</b>	<b>10%</b>
<b>2. Student oral class seminar presentation.....</b>	<b>15%</b>
<b>3. Test * 1.....</b>	<b>20%</b>
<b>4. Test*2.....</b>	<b>25%</b>
<b>5. Test*3.....</b>	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

**A grade of 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%**