

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Developmental Psychology

CODE NO.: PSY 100-3

PROGRAM: Various

SEMESTER: First

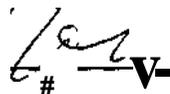
DATE: September 1991

AUTHOR: Tiit Tammik, Ext. 540

New; Revised: X

Approved:

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Date

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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.

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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 this 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.

TEXTS

1. Human Development, 4th Ed. by D.E. Papalia and S.W. Olds, McGraw-Hill Ryerson, 1989.
2. Study Guide for Human Development, 4th Ed. (Papalia/Olds) by T.L. Crandell and G.R. Bieger, McGraw-Hill Ryerson, 1989.

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 (Ch. #1 to #3)

introduction to course and review of course outline

- Ch. #1: - the subject, history and study of human development
theoretical perspectives and research methods
- Ch. #2: - conception through birth
heredity and environment
prenatal development and birth
- Ch. #3: - infancy and toddlerhood
physical development
brain and behavioural development
sensory and motor development

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Assigned Readings: Text, Ch. #1 to #3

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

Unit II, Topics (Ch.- #4 - #6)

Ch. #4: - infancy and toddlerhood intellectual development
infant learning and approaches to studying intellectual
development
language and competence development

Ch. #5: - infancy and toddlerhood personality and social development
Freud and Erikson's theories
- emotions and differences in personality development
family influences, sociability, self-control and self-
regulation development

Ch. #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, Ch. #4 - 6

Test #2: - covers all Unit II assigned readings
Date T.B.A. (approx. 2/3 point in semester)

Unit III, Topics (Ch. #7 - 9)

Ch. #7: - early childhood personality and social development
theoretical views, aspects and issues of personality
development

Ch. #8: - middle childhood physical and intellectual development
growth fitness and motor development
intellectual development
cognitive, moral, memory and language development
school influences

Ch. #9: - Middle childhood personality and social development
self-concept and personality development
emotional disturbances, stress and resilience

Assigned Readings: Text Ch. #7 - 9

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

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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:

| | |
|------------|------|
| 1. Essay | 25% |
| 2. Test #1 | 25% |
| 3. Test #2 | 25% |
| 4. Test #3 | 25% |
| 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.

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|----|---|-------|---|------|
| A+ | - | 90 | - | 100% |
| A | - | 80 | - | 89% |
| B | - | 70 | - | 79% |
| C | - | 60 | - | 69% |
| R | » | below | | 60% |