

SAULT COLLEGE 0, W" ARTS AND TECHNOLOGY
SAULT*1 STE. MARIE>> ON

COUBSE QSTLINE

PSYCHOLOGY
DEVELOPMENTAL SEMESTER*- WINTER
COURSE TITLE:
pSY 202
CODE
SOCIAL SCIENCES
PROGRAM*
TERR* EINN . SEPTEMBER 1991
^*HOR" PREVIOUS OUTLINE DATED:
DATE . j ^ A R Y 199*

^PROVED:

DEAN

S. Koch

DATE

Dec. 9/91

COURSE DESCRIPTION

Human psychological development, throughout the life-span, will be studied with an emphasis on the characteristic development 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. Students will be challenged to improve their critical thinking abilities and develop a deeper understanding of how developmental psychology can be applied towards enhancing human psychological adaptation.

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 development 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 behavioural development.
5. critical thinking abilities related to developmental psychological concepts, theories and research, as well as a deeper understanding of their application towards enhancing human psychological adaptation.

INSTRUCTIONAL METHODOLOGY

Student learning will be facilitated by lectures, class discussions and audio-visual presentations.

Students will also be responsible for understanding audio-visual, lecture and class discussion materials presented during the course.

TEXT

- * Human Development, 4th Ed., D.E. Papalia & S.W. Olds, McGraw-Hill Ryerson, Toronto, 1989.
- * Study Guide With Readings, (for course text).
- * Available in Campus Bookstore.

NOTE: Students with an identified learning disability are encouraged to discuss their situation with the instructor and the Special Needs Office.

SYLLABUS

Chapter #1 About Human Development (p. 1-25 only)

- about human development; its study and history and theoretical perspectives

Chapter #4 Intellectual Development in Infancy and Toddlerhood

- intellectual development in infancy and toddlerhood
- how infants learn
- approaches to studying intellectual development •
- language and competence development

Chapter #5 Personality and Social Development in Infancy and Toddlerhood

- personality and social development in infancy and toddlerhood
- theories of early personality and emotional development
- family roles and the development of sociability
- self-control and self-regulation development

Chapter #6 Physical and Intellectual Development in Early Childhood

- (p. 198 - 219 only)
- early childhood intellectual development

TEST #1

Chapter #8 Physical and Intellectual Development in Middle Childhood

- (p. 268 - 297)
- middle childhood moral and intellectual development

Chapter #10 Physical and Intellectual Development in Adolescence

- (p. 360 - 373 only)
- adolescent moral and intellectual development

Chapter #11 Personality and Social Development in Adolescence

- adolescent personality and social development theoretical perspectives
- identity development - parent and peer relationships
- problems and strengths of adolescents

TEST #2

Chapter #12 Physical and Intellectual Development in Young Adulthood

- (p. 425 - 442 only)
- young adult moral and intellectual development
- the college experience and career development

Chapter #13 Personality and Social Development in Young Adulthood

- **young** adulthood personality and social development
- theoretical/research models
- life-styles and intimate relationships

Chapter #15 Personality and Social Development in Middle Adulthood

- middle adulthood personality and social development
- normative-crisis theory and research
- personal relationships and timing of life events

Chapter #17 Personality and Social Development in Late Adulthood

- late adulthood personality and social development
- theories and research
- aging and personal relationship changes

TEST #3

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.

MIDTERM GRADES are recorded as:

S = Satisfactory or U = Unsatisfactory

THE FINAL COURSE GRADE WILL BE DETERMINED AS FOLLOWS:

| | | |
|---------------|---|---|
| A+ | = | 90 - 100% |
| A | = | 80 - 89% |
| B | = | 70 - 79% |
| C | = | 60 - 69% |
| R | = | LESS THAN 60% |
| 3 Tests | = | 60% (20% x 3) |
| * Project | = | 20% (5% for written proposal) |
| Participation | = | 20% (You can not participate if you are not here) |
| | | 100% |

* Project - Student initiated project or see list of project suggestions available from instructor

IMPORTANT DATES

Test #1

Test #2 _____

Test #3

Project: a) Proposal

b) Due Date

Other:

INSTRUCTOR: Terry Finn 759-6774 Extension 438
OFFICE: E3207
OFFICE HOURS:

(Note writing equipment and pick up and delivery file boxes on door)

TO LEAVE A MESSAGE YOU CAN:

- a) Call Terry at 759-6774 Extension 438
- b) Call Anne at 759-6774 Extension 515
- c) Call _____ at 759-6774 Extension _____
- d) Leave a note at E3207.

IMPORTANT NOTES ON MISSING A TEST OR ASSIGNMENT DUE DATES

1. You will be given at least a one week notice on tests or assignment due dates and any schedule changes will be announced in class. Therefore if you miss a class it is your responsibility to find out if either has been announced.
2. Regardless of your reason for missing a test or submitting an assignment late, you will automatically lose 5% of the test or assignment (with proof of illness, etc.) or 10% (without acceptable documentation).
3. If you do not contact instructor within 2 school days to arrange for rewrite or extension you will automatically get zero.