

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

PSYCHOLOGY OF HUMAN DEVELOPMENT
PSY 2100

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 00

NOTE: This is a university parallel course intended for transfer to UTK as Psychoeducational Studies 210: Psychoeducational Issues in Human Development.

Catalog Course Description:

Understanding and application of psychology of human development to teaching/learning process in educational settings.

Entry Level Standards:

Students must be able to read on the college level, to think logically, and to communicate effectively in speaking and writing.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Textbooks:

Berger, Kathleen Stassen. (2000). *The Developing Person Through Childhood and Adolescence*. Fifth Edition. New York. Worth.

Straub, Richard O. (2000). *Study Guide to accompany Berger: The Developing Person Through Childhood and Adolescence*. Fifth Edition. New York: Worth. (Optional but highly recommended.)

References:

Other materials from the PSTCC Library and the instructor's own personal library will be recommended to students or placed on library reserve for their own use.

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction
2	Theories
3	Heredity and Environment
4	Prenatal Development and Birth
5	The First Two Years: Biosocial Development
6	The First Two Years: Cognitive Development

7	The First Two Years: Psychosocial Development
8	The First Two Years: Psychosocial Development
9	The Play Years: Cognitive Development
10	The Play Years: Psychosocial Development
11	The School Years: Biosocial Development
12	The School Years: Cognitive Development
13	The School Years: Psychosocial Development
14	Adolescence: Biosocial Development
15	Adolescence: Cognitive Development
16	Adolescence: Psychosocial Development; Final Exam Period

II. Course Objectives*:

- A. Define each of the three domains of development around which the text is organized (biosocial, cognitive, and psychosocial). Relate them to each age and stage of development from infancy through adolescence. I.5
- B. Outline the five major theories of development (psychoanalytic, learning, cognitive, sociocultural, and epigenetic systems). Relate them to the appropriate domains in "A" above. I.5
- C. Demonstrate an understanding of how the scientific method is applied to developmental psychology through definitions of terms and application of the method in specific studies. I.5, III.1
- D. Compare/contrast childrearing practices in America with those in other cultures. I.5
- E. Describe types of special needs among children. I.5
- F. Watch audiovisual materials related to developmental psychology, and discuss their relevance to the course. I.5, III.2
- G. Interact with the instructor and other students in class discussions and activities related to course content. I.5, III.2
- H. Apply course content on age level characteristics to self and to others. I.5, III.2
- I. Apply course content on age level characteristics to self and to others. I.5, III.
- J. Apply knowledge gained in this course to specific teaching/learning situations. III.2
- K. Pass exams and write two papers based on knowledge gained in this course. I.5, I.3

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Read text assignments and demonstrate enough comprehension of these assignments to listen to lectures on the material and then to clarify them through class or small group discussions. *Communication Outcome; Active Learning Strategies*
2. Participate in course-related activities that will promote teamwork and develop critical thinking and problem solving. *Problem Solving and Decision Making Outcome; Active Learning Strategies*
3. Watch videotapes that complement the course text and compare/contrast child-rearing practices in different cultures. *Communication Outcome; Cultural Diversity and Social Adaptation Outcome*
4. Practice critical thinking through responding to the observational quizzes accompanying several pictures in each text chapter and the critical thinking exercise that is found at the end of each text chapter. This practice can be done individually or in small groups. *Problem Solving and Decision Making Outcome; Active Learning Strategies*
5. Participate directly in some activity with children or adolescents if possible. See V-C1 below, options a, c, f, g, for possible ideas. Use your knowledge of age level characteristics to plan the activity and to evaluate the effectiveness of your plan after you have executed it. *Personal Development Outcome; Problem Solving and Decision Making Outcome; Transitional Strategies; Active Learning Strategies*
6. Apply facts learned through the presentation of course material to the writing of two papers during the course. See V-C2 below. *Communication Outcome; Problem Solving and Decision Making Outcome; Active Learning Strategies*
7. Invite a guest lecturer to the class to present his or her work-related experiences in childhood or adolescent development to the students. *Transitional Strategies*
8. Students will be encouraged to access Kathleen Stassen Berger's Web site (www.worthpublishers.com) for additional resources related to her text and this course. *Communication Outcome; Problem Solving and Decision Making Outcome; Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define the function of a theory. Describe each of the stage and non-stage theories of human development, name the people primarily responsible for each approach, and explain the major concepts which are used to develop each approach. A, B, C, G, H, I, J, K
2. Define and give an example of each of the following terms: naturalistic observation, case study, survey method, experimental method, cross-sectional study, longitudinal study, cross-cultural research. C, D, F, H
3. Explain why ethical considerations are important in research. C, H
4. Explain the mechanics of heredity through defining the following terms: chromosome, gene, sex cell, body cell, phenotype, genotype, dominant gene, recessive gene. A, G

5. Explain how genes are involved in polygenic inheritance, x-linked characteristics, handedness, obesity, genetic disorders, chromosomal abnormalities, predispositions to disorders, and genetic influences on personality and development. A, E, G
6. Discuss specific scientific studies which clarify the interaction between heredity and environment. A, C, G
7. Demonstrate an understanding of the following terms related to conception and birth: pregnancy detection, stages of prenatal development, threats to the developing organism, parental influences which affect a pregnancy, stages of prenatal development, stages of childbirth, and complications of childbirth. A, E, F, G
8. Tell how genetic counseling and genetic testing are important in ensuring a healthy pregnancy. A, C, F, G
9. Define the following concepts and relate them to physical development in infancy and toddlerhood: the development of the senses, the sleeping-waking cycle and crying, the neonate's ability to learn, reflexes and the neonate, brain development, growth and motor development, threats to the survival and health of infants, choices in parenting and discipline styles. A, C, D, F, G, H, I, J, K
10. Describe the six sub-stages of Piaget's sensorimotor period, and relate them to the child's development of information processing skills during this period. A, B, C, F, G, H, I, J, K
11. Show specific ways through which parents can encourage infants and toddlers in their cognitive development. How can these parents be taught to parent more effectively? A, B, D, F, G, H, I, J, K
12. Define the following concepts and show how each one is related to social and personality development in infancy and toddlerhood: emotional development, fear of strangers, separation anxiety, temperament and goodness-of-fit between a child's temperament and his environment, and synchrony between parents and child. A, B, C, F, G, H, I, J, K
13. Describe influences that employed mothers and day care have on infants and toddlers. A, B, C, D, F, G, H, J, K
14. Demonstrate how the following issues are related to language development: language versus communication, the development of language, how words are used, three theories showing how we learn language, standard versus non-standard English, and bilingual education. A, B, C, D, F, G, H, I, J, K
15. Compare/contrast physical and cognitive development in early childhood with that during infancy and toddlerhood. A, C, D, F, G, H, I, J, K
16. Outline physical and motor development during the preschool years. A, C, F, G, H, I, J, K
17. Describe Piaget's preoperational stage of cognitive development in terms of how preschoolers reason and characteristics of their thought. How do Neo-piagetians now view his work? A, B, F, G, I, J, K
18. Tell how information processing skills, attention, and memory are improving during the preschool years. A, B, C, F, G, I, J, K, L
19. Show how the following aspects of the preschooler's environment can influence his/her cognitive development: the home, TV, various types of nursery schools, Project Head Start, kindergarten. A, B, C, G, H, I, J, K

20. Demonstrate how each of the following agents contributes positively or negatively to the social and personality development of the preschool child: childhood fears, the emerging self, play, interpersonal relationships, parenting styles, discipline, and punishment, child abuse, gender role acquisition. A, B, D, F, G, H, I, J, K
21. Explain the following aspects of physical development in middle childhood: growth, chronological vs. maturational age, weight, childhood obesity, physical fitness and health, motor skill development, readiness for school. A, C, F, G, H, I, J, K
22. Compare/contrast Piaget's period of concrete operations in middle childhood with the previous preoperational stage. A, B, G, H, I, J, K
23. Define the following concepts showing how each relates to the period of concrete operations: decline of egocentrism, reversibility, the ability to decenter, transformations, conservation, seriation, and classification. A, B, G, H, I, J, K
24. Show how the following information processing skills become more fully developed during middle childhood: attention, recall, recognition, memory strategies, metamemory, children's humor. A, B, G, H, I, J, K
25. Note how the following concepts relate to cognitive development during middle childhood: basic skills, creativity, academic achievement, children with exceptional needs. A, D, E, G, H, I, J, K
26. Show how each of the following issues affect social and personality development in middle childhood: the latency period, the developing self-concept, the family, stress, peer relationships, the development of morality, (Kohlberg and Gilligan) prosocial and antisocial behavior, TV violence. A, C, D, G, H, I, J, K
27. Outline the basic physical changes which occur during adolescence for males and females. What are the contrasting implications of early or late maturation for the adolescent boy and the adolescent girl? A, F, G, H, I, J, K
28. Relate the following issues to physical development during adolescence: health of today's teenagers, obesity, anorexia nervosa, bulimia, drug use, suicide. A, B, F, G, H, I, J, K
29. Outline Piaget's formal operations stage of intellectual development. A, B, F, G, H, I, J, K
30. List and define the components of adolescent egocentrism. How do these affect adolescent behavior? A, D, H, I, J, K, L
31. Compare/contrast the theories of moral development of Kohlberg and Gilligan. How does one's level of intellectual development relate to one's level of moral development and to one's propensity for prosocial or antisocial behavior? A, B, G, H, I, J, K
32. Relate adolescent sexuality to the following issues: the revolution in attitudes, sexual behavior, contraception, teenage pregnancy and its consequences, sexually transmitted diseases. A, G, H, I, J, K
33. Show how each of the following concepts influence social and personality development during the adolescent years: Erikson's work on identity formation, relationships with parents and peers, career choice, the secondary school. A, B, D, G, H, I, J, K

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

1. During this course, students will take at least six required multiple-choice examinations covering, separately, the preface and then each of the five parts of the book. Each exams will contain fifty questions worth two points each. Some questions will require factual knowledge; others will require application of knowledge to real life, practical situations. Factual questions test memory. Application questions test memory and understanding.
2. Examinations will be give only when they are scheduled, and they will cover all assigned readings, lectures, and class activities. Seven exams are scheduled this semester. Each student must take at least six of them. I suggest taking each of the six single-unit exams. Students who are satisfied with these six grades do not need to take the seventh comprehensive final exam. However, students may wish to take this comprehensive final exam to replace a low unit exam grade, and they must take this seventh comprehensive final exam to replace a unit exam which they have missed for a valid and documented reason. Consequently no unit make-up tests will be necessary.
3. Please bring two number 2 lead pencils to class with you on exam days. Be sure that these pencils are sharpened and have erasers on them.

B. Laboratory Expectations:

N/A

C. Field Work:

Students are required to write two papers during the semester. Each one is worth a maximum of fifty points. (Papers make up 1/7 of course grade.) See individual instructor for paper topics. Guidelines for papers:

- a. Each paper should be between 1000 and 1250 words in length.
- b. Each paper should be well-organized, well-written and clearly typed with double spacing. It should also include a title page bearing the title of the paper, the author of the paper, the date, the course and section number and the time and days the class meets, and the name of the course instructor.
- c. Each of the two papers will have a separate due date determined by the instructor.

D. Other Evaluation Methods:

Extra credit for a maximum of twenty (20) total points may be earned in one of the following ways:

1. Attend every class during the semester.
2. Students may choose to review up to two magazine, journal, or Internet articles related to this course. Each review will be worth up to 10 points of extra credit. Each article should be at least 1500 words or about five pages in length. Each write-up should be at least 250 words long and should include a summary of the article, a personal reaction to it, and a complete bibliographic citation for it. Be sure to write the papers in your own words. Please include a copy of the article at the back of your review. Each review must be typed and double spaced.
3. Instructors may wish to add a couple of extra credit questions to each of the six unit tests.
4. Instructors may have further ideas for earning these extra points.

E. Grading Scale:

<u>For 100-point tests:</u>	<u>For 50-point papers:</u>
A = 90-100 points	A = 45-50 points
B = 80-89 points	B = 40-44 points
C = 70-79 points	C = 35-39 points
D = 60-69 points	D = 30-34 points
F = Below 60 points	F = Below 30 points

The Final Course Grade will be determined as follows:

A	=	630-700 points
B+	=	595-629 points
B	=	560-594 points
C+	=	525-559 points
C	=	490-524 points
D	=	420-489 points
F	=	Below 419 points

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct (up to and including dismissal from the College), the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.

C. Other Policies:

It is expected that you to attend class regularly, arrive promptly before each class begins, stay throughout each class, and exercise good manners in class so that we can all share a beneficial learning experience. Failure to follow these guidelines will result in your dismissal from that particular class and a five point deduction from your final course grade.