

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**HUMAN DEVELOPMENT THROUGH THE LIFESPAN  
PSY 2400**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Date Revised: Spring  
00**

**Catalog Course Description:**

This course explores the interaction of physical, cognitive, emotional and social aspects of development through the lifespan. The course is designed with a chronological approach emphasizing psychoanalytic and humanistic perspectives.

**Entry Level Standards:**

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

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

Papalia, D.E., & Olds, S.W. (1995). *Human Development*. Eighth Edition. New York: McGraw-Hill, Inc.

Crandell, T.L. & Bieger, G.R. (1995). *Human Development: Study With Readings To Accompany Papalia/Olds*. Eighth Edition. New York: McGraw-Hill, Inc.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Introduction and About Human Development
2	About Human Development and Forming A New Life
3	Physical and Cognitive Development During the First Three Years
4	Psychosocial Development During the First Three Years; Exam 1
5	Physical, Cognitive, and Psychosocial Development in Early Childhood
6	Physical and Cognitive Development in Middle Childhood
7	Psychosocial Development in Middle Childhood; Exam 2
8	Physical and Cognitive Development in Adolescence
9	Psychosocial Development in Adolescence; Physical and Cognitive Development in

	Young Adulthood
10	Physical, Cognitive, and Psychosocial Development in Young Adulthood
11	Exam 3; Physical and Cognitive Development in Middle Adulthood
12	Physical, Cognitive, and Psychosocial Development in Middle Adulthood
13	Psychosocial Development in Middle Adulthood; Physical and Cognitive Development in Late Adulthood
14	Psychosocial Development in Late Adulthood
15	Dealing with Bereavement; Exam 4
16	Final Exam Period

## II. Course Objectives\*:

- A. Identify the major physical, cognitive, emotional and social processes of human growth from conception through late adulthood. II.2., III.2.
- B. Demonstrate knowledge of major theories and concepts of lifespan development and apply these principles to one's development and that of others. I.5., II.1., II.2, III.2, VI.1
- C. Identify, describe, and apply various research methods used in collecting and interpreting data in the field of development psychology. I.5., III.2., VI.1
- D. Recognize and describe the effects of cultural and environmental factors on individual development across the lifespan. II.2., III.2
- E. Identify, discuss, and analyze current issues pertaining to each stage of human development across the lifespan. I.5, III.2
- F. Appreciate people of all ages, backgrounds, and cultures and gain insight into behavioral similarities and differences. II.2., III.2, VI.1

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

## III. Instructional Processes\*:

Students will:

1. Utilize Power Point presentations used on teaching station and handouts given to follow. *Technological Literacy Outcome, Communication Outcome, Active Learning Strategies*
2. Enhance understanding of readings, major points and issues through learning objectives developed per chapter. *Communication Outcome, Problem Solving and Decision Making Outcome*
3. Respond to and participate orally to questions asked in the classroom and interact with fellow students to view differing perspectives. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies, Cultural Diversity and Social Adaptation Outcome*
4. Read and respond to supplemental articles given in class relevant to course content. *Communication Outcome, Active Learning Strategy, Cultural Diversity and Social*

#### *Adaptation Outcome*

5. Internalize the work ethic by regularly attending class, being punctual and dependable, cooperating with the teacher and other classmates, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*
6. View videos and respond to information presented, orally and/or through writing. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies*
7. Work in teams inside and outside the classroom to discuss and analyze scientific research presented. *Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies*
8. Participate as a volunteer with a local agency to learn more about career opportunities, network, and apply information relevant to course content. *Personal Development Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Active Learning Strategies, Transitional Strategy*
9. Design interview questions and techniques for interviewing and develop a comprehensive project. *Communication Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Active Learning Strategies*
10. Research the internet and other resources to find current information on various topics and develop a comprehensive research paper. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information 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. Explain how different theoretical perspectives influence research methods and applications that arise from them. B
2. Understand the interaction of heredity and environment as each affects physical, cognitive, and psychosocial milestones throughout the lifespan. D
3. Recognize various influences in the prenatal environment which can affect the developing fetus. A,C,D,E
4. Discuss the intellectual capabilities of the newborn and processes by which the developing infant begins to interact cognitively with the environment. A,B,E
5. Explain and discuss how early differences in emotional responses in infancy and toddlerhood are indicative of future personality development. A,B,E
6. Identify the physical and cognitive stages (Piaget and other theorists) that occur in early childhood years focusing on issues related to health, nutrition, sleep patterns, and daycare. A,B,E

7. Distinguish among the influencing factors of parenting styles, siblings, and friends on personality development in early childhood. A,B,D,E
8. Compare and contrast motor, cognitive, moral, and self-concept theories of development in elementary school-aged children. B
9. Explain and discuss the physiological changes of adolescence, the psychological issues and pressures, parenting needs, and identity formation. A,B,E
10. Describe sensory and psychomotor functioning, intellectual and motor development in young adulthood. A,B,E
11. Discuss the impact of intimate relationships and lifestyles on human development including, love, marriage, divorce, blended families, alternative lifestyles, and parenthood. A,B,D,E,F
12. Distinguish among physical and intellectual development during middle adulthood including changes in reproductive and sexual capacity, appearance, intellectual changes, midlife crisis, occupational patterns, and differing theories. A,B,C,E
13. Discuss common myths about aging, the positive aspects of aging, the aging process, retirement, future needs regarding aging, and how to enhance the quality of later years. A,B,D,F
14. Distinguish the differences in cultural attitudes toward the biological, social, and psychological aspects of death and dying. D,F

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

#### **V. Evaluation:**

A. Testing Procedures: 80% of grade

Approximately 80% of the final grade will be based on tests.

B. Laboratory Expectations:

N/A

C. Field Work:

By choice of student regarding available project options.

D. Other Evaluation Methods: 20% of grade

The remaining 20% will be based on projects such as internet research, daycare observations, volunteer work, interviews, book critiques, etc. Students are expected to participate in class discussions and activities offered.

#### **VI. Policies:**

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75% of scheduled class meetings in order to receive credit for the course. Therefore, any student who must miss an excessive number of classes for any reasons is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following:

Plagiarism-presenting someone else's words or ideas as your own;

Collusion-allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.