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

Catalog Course Description:

Human Development is an examination and application of psychology from conception to adolescence. The course analyzes the biological, cognitive, and psycho-social aspects of human development, with emphasis on teaching and learning processes 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:


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

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Theories</td>
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<td>3</td>
<td>Heredity and Environment</td>
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<td>4</td>
<td>Prenatal Development and Birth</td>
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<td>5</td>
<td>The First Two Years: Biosocial and Cognitive Development</td>
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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 knowledge gained in this course to specific teaching/learning situations. III.2

J. Pass exams and write a research 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. Participate directly in some activity with children or adolescents, if possible. Use knowledge of age level characteristics to plan the activity and to evaluate the effectiveness of the plan after the completed activity. *Personal Development Outcome; Problem Solving and Decision Making Outcome; Transitional Strategies; Active Learning Strategies*

5. Apply facts learned through the presentation of course material to write an application research paper. *Communication Outcome; Problem Solving and Decision Making Outcome; Active Learning Strategies*

6. Students will be encouraged to access Kathleen Stassen Berger's Web site ([www.worthpublishers.com](http://www.worthpublishers.com)) for additional resources related to the text and this course. *Communication Outcome; Problem Solving and Decision Making Outcome; Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference TBR'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. Identify each of the stage and non-stage theories of human development, name the people primarily responsible for each approach, and explain the major concepts of each approach. A, B, C, G, H, I, J

2. Define and give an example of research methods and related terminology. B, C, G, H

3. Explain why ethical considerations are important in research. C, H

4. Explain the mechanics of heredity through defining basic genetic terms. A, G

5. Explain the effects of 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 scientific studies regarding the interaction between heredity and environment. A, C, G

7. Demonstrate an understanding of 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, F, G

8. Discuss how genetic counseling and genetic testing are important in ensuring a healthy pregnancy. A, C, F, G

9. Define important concepts and relate them to physical development in infancy and toddlerhood: the development of the senses, 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, B, F, G, H, I

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

11. Discuss specific ways through which parents can encourage infants and toddlers in their cognitive development. A, B, D, F, G, H, I, J


13. Describe influences that employed mothers and day care have on infants and toddlers. A, B, C, F, G, H, J

14. Demonstrate how the following issues are related to language development: the sequence of development, how words are used, and the three theories of how we learn language. A, B, C, G, H, I, J


16. Outline physical and motor development during the preschool years. A, F, G, H, I, J

17. Describe Piaget’s preoperational stage of cognitive development in terms of how preschoolers reason and characteristics of their thought. A, B, F, G, H, I, J

18. Tell how information processing skills, attention, and memory improve during the preschool years. A, B, F, G, I, J

19. Discuss how 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

20. Discuss how factors contribute positively or negatively to the social and personality development of the preschool child: the emerging self, play, interpersonal relationships, parenting styles, discipline, and punishment, child abuse, gender role acquisition. A, B, F, G, H, I, J


22. Compare/contrast Piaget’s period of concrete operations in middle childhood with the previous preoperational stage. A, B, G, H, I, J

23. Define concepts relating 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
24. Show how information processing skills become more fully developed during middle childhood: attention, recall, recognition, memory strategies, and metamemory. A, B, G, H, I, J


26. Demonstrate understanding of factors that affect social and personality development in middle childhood: the latency period, the developing self-concept, the family, stress, peer relationships, the development of morality, prosocial and antisocial behavior, TV violence. A, C, G, H, I

27. Discuss the basic physical changes which occur during adolescence for males and females, including the contrasting implications of early or late maturation for the adolescent boy and the adolescent girl? A, F, G, H, I, J


29. Outline Piaget's formal operations stage of intellectual development. A, B, F, G, H, I, J

30. List and define the components of adolescent egocentrism. How do these affect adolescent behavior? A, D, H, I, J

31. Compare/contrast the theories of moral development. 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


33. Identify concepts that 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, G, H, I, J

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

V. Evaluation:

A. Testing Procedures: 80% of grade

1. Four 100-point (50 multiple-choice questions) examinations are scheduled for the semester. The exams will cover material from textbook chapters, lectures, videos, and study guide lessons. Test items will require recall, recognition, analysis, synthesis, and application of course content. There are no make-up exams except in emergency situations approved by the instructor. Exam dates are listed in the Schedule of Instruction.

2. Comprehensive Final Examination: An optional 100-point comprehensive final exam will be given at the end of the semester during final exam week (location, date, and time, TBA). The score on the comprehensive exam may be substituted for a missing score or your lowest exam score.

B. Laboratory Expectations:
C. Field Work: Paper – 20% of grade

One research project/paper will be required during the semester worth 100 points. The Due Date is listed in the Schedule of Instruction. Papers submitted past the due date will receive reduced credit. See individual instructor for project options and paper topics.

Guidelines for papers:

Paper should be approximately 5 pages in length, and should be well-organized, well-written and typed in 12 pt font 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.

D. Other Evaluation Methods:

Extra credit 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 5 points of extra credit. Each article should be at least five pages in length. Each write-up should be at least 2 pages long and should include a summary of the article, a personal reaction to it, and a complete bibliographic citation. 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 unit tests.
4. Instructors may have further ideas for earning extra points.

E. Grading Scale:

Total – 500 points

4 Exams @ 100 points = 400 possible points
1 Project/Paper @ 100 points = 100 possible points

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<thead>
<tr>
<th>Final grade</th>
<th>Each Exam</th>
<th>Percentage Basis</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>85%-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>80%-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>75%-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>70%-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>BELOW 60</td>
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VI. Policies:

A. Attendance Policy:

Pellissippi State 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 Learning, may have requirements that are more stringent.

B. Academic Dishonesty: (refer to PSCC catalog)

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include, but are not limited to the following
practices: plagiarism, cheating, or collusion. 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. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 134 or 126 or by phone: 694-6751(Voice/TTY) or 539-7153. More information is available at www.pstcc.edu/departments/swd/.

D. Other policies:

1. Students will be expected to come to class on time, ready to learn and participate in class activities and discussion. It is the college student’s responsibility to take an active part in the learning process.
2. The Instructor has primary responsibility for control over classroom behavior and can order the temporary removal of any student engaged in disruptive behavior. Please observe basic guidelines of mutual respect and courtesy to ensure that everyone has the opportunity to get the most from the class.