PELLISSIPPI STATE 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 2011

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:


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, Theories, and Research of Human Development</td>
</tr>
<tr>
<td>2</td>
<td>Biological Beginnings, Prenatal, and Birth</td>
</tr>
<tr>
<td>3</td>
<td>Physical and Cognitive Development During Infancy</td>
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<tr>
<td>4</td>
<td>Social and Emotional Development During Infancy</td>
</tr>
<tr>
<td>5</td>
<td>Physical and Cognitive Development in Early Childhood</td>
</tr>
<tr>
<td>6</td>
<td>Social and Emotional Development in Early Childhood</td>
</tr>
<tr>
<td>7</td>
<td>Physical, Cognitive, and Social and Emotional Development in Middle Childhood</td>
</tr>
<tr>
<td>8</td>
<td>Physical and Cognitive Development in Adolescence</td>
</tr>
<tr>
<td>9</td>
<td>Social and Emotional Development in Adolescence</td>
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</tbody>
</table>
II. Course Goals*:

The course will:

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. Expected Student Learning Outcomes*:

The student will be able to:

1. Explain how different theoretical perspectives influence research methods and applications.  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.  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. Discuss 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, and occupational patterns. 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: 80% of grade

Four 100 point, multiple-choice exams will cover textbook chapters, lectures, videos, and study guide readings. Test items will require recall, recognition, analysis, synthesis, and application of course content to real life, practical situations. Exams will be given only on the scheduled date. There are NO make-up exams except in emergency situations verified by a doctor’s note or approved by the instructor. Exam dates are listed in the Schedule of Instruction. An optional comprehensive final will be given during the week of final examinations. The comprehensive exam score may be substituted for the lowest exam score.

B. Laboratory Expectations:

N/A

C. Field Work:

By choice of student regarding available project options.

D. Term Paper/Project: 20% of grade

One project/term paper worth 100 points will be required. Individual Instructors will provide a Project Options List for project descriptions and suggestions. Students should consider the type of project that appeals to his/her interests. Due dates for project/paper are listed in the Schedule of Instruction. Late projects will receive points deducted for each day late.

E. Grading Scale: 500 points = 4 exams @ 100 points
1 project @ 100 points = 100 possible points

<table>
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<tr>
<th>Final Grade</th>
<th>Cumulative Points</th>
<th>Each Exam</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>450-500</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
<td>85 - 89</td>
</tr>
<tr>
<td>B</td>
<td>400-434</td>
<td>80 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
<td>75 - 79</td>
</tr>
<tr>
<td>C</td>
<td>350-384</td>
<td>70 - 74</td>
</tr>
<tr>
<td>D</td>
<td>300-349</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>299 or below</td>
<td>Below 60</td>
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V. Other Policies:

A. Attendance Policy:

Pelissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning 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 the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

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:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

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 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.
D. Other Policies:

Classroom Misconduct: (refer to PSTCC catalog)

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 rules of mutual respect and courtesy to ensure that everyone has the opportunity to get the most from the class. Students should not leave in the middle of class unless it is an emergency, carry on private conversations, or use a computer, except for taking class notes. The use of cell phones is not allowed during class unless the teacher is informed of a pending emergency. These behaviors are distracting, disruptive, inconsiderate, and may cause others to miss important information.