



PSY 1100

Division: Social and Behavioral Science

Department: Social Sciences

Course: PSY 1100

Title: Developmental Psychology

Catalog Description:

In this course students learn about the fundamental principles of growth and development from conception, through childhood, to old age. The course includes the study of the biological process of development, as well as the emotional, social, cognitive, and psychological development of the individual within a cultural and historical context.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: PSY 1010 (or currently enrolled in PSY1010)

Justification:

This course is designed to give students a basic introduction to the study of human growth and development. The course serves as a prerequisite for a number of other classes offered within the departments of Home and Family Studies and Psychology, as well as majors offered at the university level. Those majors include Psychology, Child Development, Family and Consumer Science Education, Early Childhood Education, Elementary Education, Family Studies and Nursing. The course currently fills the Social and Behavioral Science general education category at Snow College and at most other institutions in the Utah State System of Higher Education. The course is taught at all of the institutions in the system.

Student Learning Outcomes:

Upon successful completion, students should be able to:

- know the major theories in the field of Human Development
- know the different methods used in conducting scientific research in the social and behavioral sciences
- examine current research in the field of Human Development
- know the developmental stages and the typical behavior for each of these stages throughout the life span
- know the cognitive, social and biological processes associated with development across the life span
- evaluate behavior from a historical and cultural context.

Content:

Course objectives will be accomplished by providing students with learning experiences in the following

subject areas:

- Foundations
 - Research Methods
 - Theoretical Foundations
 - Genetic influences
- Infancy and Toddlerhood
 - Prenatal Development and Birth
 - Biosocial Development in Infancy and Toddlerhood
 - Cognitive Development in Infancy and Toddlerhood
 - Psychosocial Development in Infancy and Toddlerhood
- Early Childhood/The Play Years
 - Biosocial Development in the Play Years
 - Cognitive Development in the Play Years
 - Psychosocial Development in the Play Years
- Middle Childhood/The School Years
 - Biosocial Development in the School Years
 - Cognitive Development in the School Years
 - Psychosocial Development in the School Years
- Adolescence
 - Biosocial Development in Adolescence
 - Cognitive Development in Adolescence
 - Psychosocial Development in Adolescence
- Early Adulthood
 - Biosocial Development in Early Adulthood
 - Cognitive Development in Early Adulthood
- Middle Adulthood
 - Biosocial Development in Middle Adulthood
 - Cognitive Development in Middle Adulthood
 - Psychosocial Development in Middle Adulthood
- Late Adulthood
 - Biosocial Development in Late Adulthood
 - Cognitive Development in Late Adulthood
 - Psychosocial Development in Late Adulthood
 - Death and Dying

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are required to read the textbook. Students are required to find five (5) articles from professional research journals, read them and write a one-page summary or abstract of each article. Abstracts are evaluated on their comprehensibility.

2) Write clearly, informatively, and persuasively.

Each student is required to write a 3-4 page paper describing an event that has taken place in their life. As part of this assignment they are required to use the theories we have talked about in class to analyze the impact this event has had on their development and current behavior. Students (in groups of 5-6) are required to write a 7-

page research paper using the information gathered from the abstracts they have written earlier. This paper is to be written in APA style.

- 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media. Students are required to find five (5) articles from professional research journals, read them and write a one page summary or abstract for each article. Students are encouraged to retrieve these articles using Ebscohost on the library's web page. If a student's article is not from an acceptable source, they are allowed to redo the assignment if they want, the goal being that they learn how to find "professional" sources and use them.
- 5) Apply a cultural and historical awareness to a variety of phenomena. As is stated in the course description, students examine behavior and development not only as a biological process but within cultural and historical contexts. For example, as we discuss Freud's theory we talk about how the historical era in which he studied influenced what he had to say. (If Freud were alive today, would he have the same beliefs?) We also discuss how the tools of our culture have changed throughout history and how what is valued by one culture may have little or no meaning for another. We also talk about how fatherhood has evolved over time.
- 7) Apply scientific reasoning to a variety of contexts. Students are given an assignment in which they are asked to answer a research question that they have. Part of that assignment requires them to identify which research method they would use and what the potential problems are with using that research method. Students are then asked to predict the outcome of their study. This activity is sometimes done in groups and sometimes done individually.

Key Performance Indicators:

Outcome assessment will be an evaluation of:

- Observations (8 @ 5 points each) 5%
- Self-Evaluation Paper (100 points) 12%
- Abstracts (5 @ 20 points each) 12%
- Group Research Paper (50 points) 6%
- Volunteer Hours (7 @ 15 points each) 12%
- Tests (3 @ 100 points each) 35%
- Final Exam (150 points) 18%

Percentages are approximate.

Representative Text and/or Supplies:

- Berger, Kathleen, *The Developing Person Through the Life Span*, Worth Publishing.
- Burke, L., *Development Through the Life Span*, Allyn and Bacon Publishing.

Optimum Class Size: 35

Maximum Class Size: 40

Signatures:

I hereby submit this course syllabus:

Cless Young, ,

I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)