COURSE OUTLINE OF RECORD

Number: PSYC G118  TITLE: Life Span Developmental Psychology

ORIGINATOR: Joyce Brady  EFF TERM: Fall 2011
CROSS LISTED COURSE:  TOP NO: 2001.00
CID: PSY 180

SEMESTER UNITS: 3.0
HRS LEC: 54.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0
CATALOG DESCRIPTION:
The course enables the student to understand human development from conception to death. Physical, mental and psychosocial development are explored for each age group. C-ID PSY 180

JUSTIFICATION FOR COURSE:

PREREQUISITES:
COREQUISITES:
ADVISORIES:
ASSIGNED DISCIPLINES:
Psychology

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X]  Standard Letter [X]  Not Graded [ ]  Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ]  UC/CSU Transferable[X]  Not Transferable[ ]
BASIC SKILLS STATUS: Yes [ ] No [X]  LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

REPEATABLE ACCORDING TO STATE GUIDELINES: Yes [X]  NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: Yes [X]
Associate in Arts: Liberal Arts: Emphasis in Social Behavior and Self-Development(Associate in Arts)
Associate of Arts: Liberal Arts: Emphasis in Social and Behavioral Sciences(Associate in Arts)
Basic Associate Degree Program(Associate in Arts)
Career Ladder Option Associate Degree Program(Associate in Arts)
Certificate of Achievement American Sign Language Interpreting(Certificate of Achievement)
Elementary Teacher Education(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
Liberal Studies for Elementary Education(Associate in Arts)
Psychology(Associate in Arts for Transfer)
Psychology(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:
IGETC Area 4: Social and Behavioral Sciences
4I: Psychology
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Identify biological, psychological, and sociocultural influences on lifespan development.
2. Describe the developing person at different periods of the lifespan.
3. Describe commonly used methods in research on human development, citing strengths and limitations of each.

COURSE OBJECTIVES:
1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them)
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context
3. Identify biological, psychological, and sociocultural influences on lifespan development
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
7. Describe the developing person at different periods of the lifespan.
8. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process
9. Identify and describe classic and contemporary theories and research in lifespan psychology.

COURSE CONTENT:

LECTURE CONTENT:

Course Content:

1. Introduction
   A. human development - definitions and controversies in the field (traditional Vs lifespan, continuous Vs discontinuous, nature Vs nurture)
   B. the scientific method
   C. approaches to studying change over time

2. Developmental Theories
   A. Psychodynamic theories
   B. Learning theories
   C. Contextual theories (e.g., sociocultural)
   D. Cognitive theories
   E. Humanistic theories

3. Genetics
   A. Genes, chromosomes and genetic transmission
   B. Genetic and chromosomal disorders

4. Prenatal Development and Birth
A. Stages of prenatal development and birth (labor)  
B. Effects of the environment on prenatal development  
C. Neonatal testing and competencies  

5. Physical, cognitive, and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood  

6. Death and Dying

METHODS OF INSTRUCTION:

A. Lecture:  
B. Tutoring – noncredit:  
C. Other simultaneous interactive: Class Activities  
   Class Discussions  
D. Other passive medium: Audiovisual Presentations  
   Computer aided presentation  
E. WWW – Simultaneous Interaction:  
F. Online:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

1. Assigned readings from the Text and ancillary readings  
2. Syllabus  
3. Discussion assignments  

Out-of-class Assignments  
N/A

Writing Assignments  
1. Papers, reports  
2. Discussion assignments  
3. Short answer essay quiz questions

METHODS OF STUDENT EVALUATION:
Midterm Exam  
Final Exam  
Short Quizzes  
Written Assignments  
Essay Examinations  
Objective Examinations  
Report  
Projects (ind/group)  
Problem Solving Exercises  
Oral Presentations  
Skills Demonstration  

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Demonstration of Critical Thinking:
1. Objective quizzes will measure understanding of textbook and ancillary course topics
2. Critical thinking essay questions
3. Analysis papers

Required Writing, Problem Solving, Skills Demonstration:
1. Essay questions on key concepts in each chapter
2. Written critique of course topics and assignments

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. 1. Course syllabus
2. 2. Course web site in a Learning Management System
3. 3. Online PowerPoint slides

LIBRARY:
Adequate library resources include: Print Materials

Comments:

Attachments:
Attached Files