**1. COURSE** **TITLE\***: Life Span Human Development

**2. CATALOG - PREFIX/COURSE NUMBER**/**COURSE SECTION:** PSYC 1111

**3.** **PREREQUISITES\***: None **COREQUISITE\*:**

4. **COURSE TIME/LOCATION/MODALITY: (Course Syllabus – Individual Instructor Specific)**

**5.** **CREDIT** **HOURS\***: 3 **LECTURE** **HOURS\***: 3

**LABORATORY** **HOURS\***: 0 **OBSERVATION** **HOURS\***: 0

**6. FACULTY CONTACT INFORMATION: (Course Syllabus – Individual Instructor Specific)**

**7.** **COURSE** **DESCRIPTION\***:

Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development across the lifespan.

**8. LEARNING OUTCOMES\*:**

1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout the lifespan.

2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.

3. Apply developmental psychology principles to daily life throughout the lifespan.

4. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.

5. Describe methodological approaches used to study human development across the lifespan.

6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet throughout the lifespan.

**9.** **ADOPTED** **TEXT\***:

*Human Development* (eBook & Downloadable)

 The Human Development Teaching and Learning Group

 2021.

Portland State University. Human Development Teaching and Learning Group, "Human Development" (2021). PDXOpen: Open Educational Resources. 35.

<https://pdxscholar.library.pdx.edu/pdxopen/35>

ISBN: N/A

Is downloadable as an eBook or hard copy **- FREE**.

**10. OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Students will need to rent or stream two movies for the course. All movies can be rented for $4.99 from Amazon or iTunes.

**11.** **GRADING SCALE\*\*\***:

 Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

**12. GRADING PROCEDURES OR ASSESSMENTS:** **(Course Syllabus – Individual Instructor Specific)**



**13.** **COURSE METHODOLOGY: (Course Syllabus – Individual Instructor Specific)**

**14.** **COURSE** **OUTLINE**: (Course Syllabus – Individual Instructor Specific)

 (EXAMPLE)

|  |  |  |
| --- | --- | --- |
|  **Week**  | **LRN OTC** | **ASSIGNMENT/TOPIC** |
| **Wk 1** | 1 | • **Orientation** – Class Expectations and Resources Provided in Canvas for Ease of Operation and Communication.• **Overview of Psychosocial Development by Erik Erikson*** Who were Erik and Joan Erikson?
 |
| **Wk 2** | 1 | **Unit 1 ~ What is Development? “A Life Span Approach*** A life Span Perspective
* Life Span as multidimensional and over determined.
* Metatheories
 |
| **Wk 3** | 5 | **Unit 2 ~ Research Methods, Critical Thinking, “Science as a way of knowing.”** |
| **Wk 4** | 1,2 | **Unit 3 ~ Infancy*** Beginnings and Prenatal Conception
* Understanding the role of genetics and epigenetics that experience does impact the genes and their expression
 |
| **Wk 5** | 3 | **Unit 3 ~ Infancy** Continued.* Trust v. Mistrust, Ages Birth to 18 months (Erikson)
* Attachment
* Language, cognition, and motor development
* Piaget’s Theory of Cognitive Development ~ Sensorimotor Stage
 |
| **Wk 6** | 4 | **Unit 4 ~ Parenting*** Parenting Styles
* \*“Good Enough Parenting,” D. W. Winnicott
* \*“Three things we suffer from as children.” James Hollis
* Sociocultural factors in raising children
* Bronfenbrenner’s Ecological Systems Theory
* ACEs and Intergenerational Trauma
* Divorce ~ impact, blending families, helpful tips
* \*See handout in Canvas and related module.
 |
| **Wk 7** | 3,6 | **Unit 5 ~ Early Childhood*** Initiative v. Guilt, Ages 3 to 6 (Erikson)
* Developmental Tasks: Behavioral and Emotional Self-Regulation
* Piaget Preoperational Stage
* Vygotsky’s Sociocultural Theory
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|  |  |  |
| **Week** | **LRN OTCs.** |  **Assignment Name** |
| **Wk 7** | 3,6 | **Unit 6 ~ Middle Childhood** * Industry v. Inferiority, Ages 6 to 11 (Erikson)
* Play as a developmental Task and Tool (Function and Types)
* Friendships and Peer Relationships
* Piaget Concrete Operational Thought
* Kohlberg ~ Moral Development
* Gender Development (Gender, Identity, and Orientation)
* Societal and cultural expectations around gender (at this stage)
 |
| **Wk 8** | 3,6 | **Unit 7 ~ Adolescence** * Identity v. Identity/Role Confusion, Ages 12 ~ 18 (Erikson)
* Identity Crisis – Discuss how it is expressed – individually and corporately.
* Self-Concept/Self-Esteem/Self-Efficacy
* Kristin Neff: Self Compassion, compare and contrast all four.
* Theories of Intelligence and standard test instrument’s
* Education – Factors to consider along with development
* Puberty: Cognitive and Physical Development
* Piaget ~ Formal Operational Thought
 |
| **Wk 9** | 6 | **Unit 7 ~ Adolescence (Continued)*** Societal expectations on being male and female (Videos: Ted Talk Joe Erhmann – “Be a man!”
* The Mask We Live In (You Tube)
* Miss Representation (Kanopy, Prime, Netflix)
 |
| **Wk 10** | 3,6 | **Unit 8 ~ Early Adulthood*** Intimacy v. Isolation, Ages 18 ~ 40 (Erikson)
* Age of exploration, investment, and stability
* Experience of liminality.
* Career choice and development. (Holland, Super, Gottfredson)
* The functions of work. Relationship between career and identity.
 |
| **Wk 11** |  | **Unit 8 ~ Early Adulthood (Continue**d) |
| **Wk 12** | 3,6 | **Unit 9 ~ Middle Adulthood*** Generativity v. Stagnation, Ages 40 ~ 65 (Erikson)
* \*Welcome to Midlife – The First and Second Halves of Life (Jung and Hollis)
* Career and Midlife – Creativity, Expertise, Ageism
* Personality – The Big Five “CANOE”
* \*See handout and additional readings in Canvas
 |
| **Week** | **LRN OTCs.** |  **Assignment Name** |
| **Wk 13** | 3,6 | **Unit 10 ~ Late Adulthood*** Integrity v. Despair, Ages 65 ~ Death (Erikson)
* Graying in America – Late Adulthood in America
* Subcategories in Late Adulthood
 |
| **Wk 14** | 3,6 | **Unit 10 ~ Late Adulthood Continued*** Successful Aging
* \*“Aging to Saging” (Zweig)
* \*See handout in Canvas and related module.
 |
| **Wk 15** | 1,5 | **Late Adulthood & Erikson’s Insights into Late Adulthood*** Physical Decline and Revisiting Early Stages of Psychosocial Development
* \*See handout in Canvas and related module.
 |
| **Wk 16** |  | **Final Exam** |
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**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**16.** **FERPA:**

 Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

18. **OTHER INFORMATION:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.