**1.** **COURSE** **TITLE**: Human Growth and Development

**2. COURSE** **NUMBER**: 2207 **CATALOG** **PREFIX**: PSYC

**3.** **PREREQUISITES**: PSYC 1110

**COREQUISITE**: None

**4. COURSE TIME: LOCATION**:

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

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

**6.** **FACULTY CONTACT INFORMATION**:

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

Application of the scientific method to study physical/neurological, socio/emotional, and

cognitive development in childhood and adolescence.

**8. LEARNING OBJECTIVES**:

At the completion of this course the student will be able to:

1. Explain the biological, cognitive, cultural, environmental, and social factors that influence human development throughout childhood and adolescence.
2. Evaluate current and past research in childhood and adolescence guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout childhood and adolescence.
4. Distinguish myths and misconceptions from research evidence regarding human development during childhood and adolescence.
5. Describe methodological approaches used to study human development across childhood and adolescence.
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 childhood and adolescence.

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

*The Developing Person through Childhood and Adolescence*

By: Kathleen Berger.

12th edition, 2021, MacMillan

ISBN: 9781319352578

**10. OTHER REQUIRED MATERIALS**

**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:**

**13.** **COURSE METHODOLOGY:**

**14.** **COURSE** **OUTLINE**:

(SAMPLE)

Part I: The Beginnings

Chapter One: The Science of Human Development

Chapter Two: Theories

Chapter Three: The New Genetics

Chapter Four: Prenatal Development and Birth

Part II: The First Two Years

Chapter Five: The First Two Years: Biosocial Development

Chapter Six: The First Two Years: Cognitive Development

Chapter Seven: The First Two Years: Psychosocial Development

Part III: Early Childhood

Chapter Eight: Early Childhood: Biosocial Development

Chapter Nine: Early Childhood: Cognitive Development

Chapter Ten: Early Childhood: Psychosocial Development

Part IV: Middle Childhood

Chapter Eleven: Middle Childhood: Biosocial Development

Chapter Twelve: Middle Childhood: Cognitive Development

Chapter Thirteen: Middle Childhood: Psychosocial Development

Part V: Adolescence

Chapter Fourteen: Adolescence: Biosocial Development

Chapter Fifteen: Adolescence: Cognitive Development

Chapter Sixteen: Adolescence: Psychosocial Development

**15. SPECIFIC** **MANAGEMENT** **REQUIREMENTS:**

**16.** **OTHER INFORMATION:**

**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.

**DISABILITIES:** Students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431.