



**COURSE OUTLINE : PSYCH 106**

**D Credit – Degree Applicable**

**COURSE ID 004158**

**Cyclical Review: October 2018**

**Revision: October 2018**

**COURSE DISCIPLINE :** PSYCH

**COURSE NUMBER :** 106

**COURSE TITLE (FULL) :** Developmental Psychology

**COURSE TITLE (SHORT) :** Developmental Psychology

**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :** PSY 180 – Introduction to Lifespan Psychology

### **CATALOG DESCRIPTION**

PSYCH 106 provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research in physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 151.



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**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	151	Reading And Composition V	read and critically analyze various academic readings;	Yes
2	ESL	151	Reading And Composition V	summarize readings;	Yes
3	ESL	151	Reading And Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
4	ESL	151	Reading And Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
5	ESL	151	Reading And Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
6	ESL	151	Reading And Composition V	employ basic library research techniques;	Yes
7	ESL	151	Reading And Composition V	compose one research paper (1,000 words) or two short research papers (500-700words each) with citations.	Yes
8	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
9	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
10	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
11	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
12	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
13	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
14	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes



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15	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
16	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
17	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes

**EXIT STANDARDS**

- 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 identify and describe classic and contemporary theories and research in lifespan psychology;
- 8 describe the developing person at different periods of the lifespan;
- 9 identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

**STUDENT LEARNING OUTCOMES**

- 1 describe the history of and traditional approaches to the study of developmental psychology;
- 2 describe and assess the research methodology used in developmental psychology;
- 3 analyze the interaction of cognitive, social, emotional, and physical development across the human life span;
- 4 discuss and explain the developmental changes that take place across the human life-span;
- 5 discuss the nature versus nurture controversy as it applies to developmental psychology.
- 6 evaluate the differences between cause and effect relationships and correlations



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	<b>Description</b>	<b>Lecture</b>	<b>Lab</b>	<b>Total Hours</b>
1	Introduction <ul style="list-style-type: none"> <li>• Historical overview</li> <li>• Research methodology</li> <li>• Cause and effect experiments and correlational experiments</li> <li>• The concept of developmental stages</li> <li>• Theoretical perspectives</li> </ul>	10	0	10
2	Physical Development <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• The first two years</li> <li>• Ages two to five</li> <li>• Ages six to twelve</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> </ul>	9	0	9
3	Cognitive Development <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• The first two years</li> <li>• Ages two to five</li> <li>• Ages six to twelve</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> </ul>	9	0	9
4	Social Development <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• The first two years</li> <li>• Ages two to five</li> <li>• Ages six to twelve</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> </ul>	9	0	9



5	<b>Emotional Development</b> <ul style="list-style-type: none"> <li>• Prenatal development</li> <li>• The first two years</li> <li>• Ages two to five</li> <li>• Ages six to twelve</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Late adulthood</li> </ul>	8	0	8
6	<b>The Final Journey of Life</b> <ul style="list-style-type: none"> <li>• Dying</li> <li>• Death</li> <li>• Bereavement</li> </ul>	5	0	5
7	<b>Genetics</b> <ul style="list-style-type: none"> <li>• Genes, chromosomes, and genetic transmission</li> <li>• Genetic and chromosomal disorders</li> </ul>	4	0	4
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 homework assignment (e.g., short reaction paper to explain purpose of pre-school literature);
- 2 essays demonstrating application of concepts and critical thinking skills (e.g., written critique of article written in a popular parenting magazine);
- 3 research paper demonstrating use of sources and critical thinking skills (e.g., paper using current scholarly journals to contrast views on early onset puberty for girls and boys);
- 4 individual projects (e.g., presenting stages for coming to terms with death and dying);
- 5 group projects (e.g., PowerPoint presentation of stages of development).

**METHODS OF EVALUATION**

- 1 four to five in-class tests requiring demonstration of course exit standards;
- 2 instructor evaluation of short papers demonstrating application of concepts and critical thinking skills;
- 3 instructor evaluation of research paper demonstrating use of sources and critical thinking skills;
- 4 peer review of class participation in individual or group tasks to practice course exit standards.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio



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- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Invitation to the Life Span	Required	Worth	3	print	Berger, Kathleen	978-1319015886	2016