

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus
DEPARTMENT: Social Sciences
COURSE: PSY 127 Human Development
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: ENG 051, RDG 051
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

A life-span approach to human development through examination of the physical, cognitive, psychological, and social processes and tasks associated with each stage in the life cycle. Emphasis will be placed on assessment of needs and common health problems as viewed in a developmental context.

TEXT: Berk, L. Development Through the Life Span.
Allyn & Bacon
MATERIALS: None
METHOD of INSTRUCTION: Campus Classroom
MANUALS: None
DISCLAIMER: None

CORE CURRICULUM COMPETENCIES

01/06/00

CORE CURRICULUM COMPETENCIES (CCC)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Identify and evaluate useful and pertinent information sources and systems and how they are structured.
6. Use computer technology appropriate to the field.
7. Perform mathematical operations appropriate to the technology.
8. Explain the sociological, psychological, political or economic factors that influence social behavior.
9. Apply scientific principle in the technology area.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework.

CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Identify the stages of the human life span. (CCC 1, 2)
2. Describe the nature of developmental change across the life span. (CCC 1, 2, 8)
3. Explain the philosophical, theoretical, and methodological approaches to studying human development. (CCC 1, 2, 8, 9)
4. Discuss key terms, principles, and processes unique to human development. (CCC 1, 2)
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each stage in the life cycle. (CCC 1, 2, 8)
6. Recognize the main psychological issues and social problems specific to each stage in the life cycle. (CCC 1, 2, 8)
7. Discuss individual and cultural attitudes toward death and dying and explain the significance of the grief process, bereavement, and mourning. (CCC 1, 2, 8)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Identify the major stages human life cycle.
 - 1.1 *List and define the major stages of the human life span.*
2. Describe the nature of developmental change across the life span.
 - 2.1 *Identify and/or explain the major developmental changes, which occur across the life span.*
 - 2.2 *Recognize and/or explain human development from both the “stage theory” and “life events theory” perspectives.*
3. Explain the philosophical, theoretical, and methodological approaches to studying human development.
 - 3.1 *Distinguish between various perspectives on human development by studying and identifying theories of prominent researchers.*
 - 3.2 *Explain various research methods used in studying human development.*
4. Discuss key terms, principles, and processes unique to human development.
 - 4.1 *Identify and/or explain key terms that are emphasized in readings, class discussions, and out-of-class assignments.*
 - 4.2 *Recognize and/or apply major terms, principles, and processes that are significant to each stage of life span development.*
5. Analyze the core milestones/benchmarks of physical, cognitive, emotional, social, and moral development for each stage in the life cycle.
 - 5.1 *Explain the meaning of milestones/benchmarks and how they are established and measured.*
 - 5.2 *Identify and/or explain physical, cognitive, emotional, social, and moral milestones that are significant to development at each stage of the life span.*
 - 5.3 *Identify key health and/or cognitive and social-emotional issues and concerns for each stage of the life cycle.*
6. Recognize the main psychological issues and social problems specific to each stage in the life cycle.
 - 6.1 *Identify and/or discuss potential psychological issues and social problems (socialization) that may be present during each stage of the life span.*

- 6.2 *Explain how one's development maybe impacted by, either positively or negatively, by those factors.*
7. Discuss individual and cultural attitudes toward death and dying and explain the significance of the grief process, bereavement, and mourning.
- 7.1 *Define death in terms of biological, social, and psychological factors.*
- 7.2 *List and explain the stages of death according to Kubler-Ross and/or other prominent researchers.*
- 7.3 *Distinguish between bereavement, mourning, and grief.*
- 7.4 *Identify and /or discuss death, grief, and mourning customs in relation to cultural diversity.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% proficiency level. The final course grade will be derived from:

Examinations

60%

(MPO 1-7)

There will be three examinations in the course that will average to 60% of the final grade. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus. You are expected to make up any missed exams within one week of your return to class, and to complete retests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Projects and Activities

Personal Journals:

10%

(MPO 4-7)

For each stage of development you will write a 2-3-page journal entry that relates to the stage you have studied. Your entries will relate the terms, concepts, processes etc. of the stage to personal reflections of events and milestones that have happened in your life or in those of a family member or friend.

Health Document:

20%

(MPO 5-6)

You will create a chart that identifies leading health (physical and/or cognitive/social/emotional) related concerns, risks, etc. for each stage of the life cycle (e.g. leading causes of death, major illnesses, genetic issues, disabilities, behavior concerns, cognitive issues, etc.). The chart will be an ongoing project throughout the semester.

Participation

10%

(MPO 1-7)

For each chapter covered in the course you will be expected to complete one or more homework assignments and/or in-class activities. These will be assigned by your instructor and must be completed per his/her instructions and timelines. The homework and activities may include but not be limited to text-based and/or web-based activities, instructor provided handouts, small group work, and/or lab work, and one or more web-based activities. No missed in-class activities may be made up due to the nature of the activity.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.