

# Moberly Area Community College

## Common Syllabus

### PSY205 Human Lifespan Development

#### Current Term

**Instructor:**
**Office number:**
**Office hours:**
**Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.

**Contact information:**
**Classroom number:**
**Section number(s):**
**Class days and time:**
**Catalog Description:** PSY205 Human Lifespan Development

3-0-3

This course is designed to present the study of human development throughout the life span. Study includes the four domains of development: physical, cognitive, and psychosocial. Major theories, the influence of genetics, and prenatal development will be examined. The framework of the course is chronological, dividing the life span into seven parts: infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood and the end of life. (FA, SP)

**Prerequisite:** PSY101 General Psychology

**Text:** The text is an ebook included with the class. There is no print option available in the MACC bookstore.

 Title: *Development Across the Lifespan*

Author: Feldman

 Edition: 9<sup>th</sup> Edition

Publisher: Pearson

**Other Required Materials:**

List any additional materials or resources you want your students to acquire.

**Purpose of Course:** This course is designed to give students an overview of the important research conclusions and theories pertaining to human development. It will guide students through the course of development from the point of conception to the time of death. It will engage students in thinking about development as it pertains to their career objectives as well as to their personal lives. It will serve as a foundational course for nursing students and others where an understanding of development is important. Through writing assignments and class discussions, students will be challenged to think critically about developmental issues.

**Course Objectives (CO):** The over-arching course objective is to provide the student with an overview of human development from conception to death. The following more specific objectives

will guide our study.

1. Acquire a basic understanding of the stages of human development.
2. Know and understand basic developmental tasks at each stage of development.
3. Comprehend the specific difficulties and tasks that come with each stage of development.
4. Understand methods of doing research in the area of human development.
5. Become familiar with various theories of development.
6. The student will understand and identify the range of normal development for various ages.
7. The student will be able to identify risks that have a negative impact on prenatal development.
8. The student will be able to communicate current thinking about developmental issues in both written and verbal formats.
9. The student will be able to demonstrate college level research and writing skills via an APA style research paper.
10. The student will be able to display knowledge pertaining to physical, cognitive, personality, emotional, and social development across the lifespan.

### **Course Content:**

- A. Orientation and Background of the lifespan perspective
- B. Research Design
- C. Theories of Development
- D. Heredity and Environment
- E. Childbirth
- F. The Newborn
- G. The Study of Children in Historical Perspective
- H. Childhood Physical Development
- I. Childhood Cognitive Development
- J. Childhood Personality & Emotional Development
- K. Childhood Social Development
- L. Perspectives on Adolescent Development
- M. Adolescent Physical Development and Sexual Maturation (Issues During Physical Development)
- N. Adolescent Cognitive Development
- O. Adolescent Personality & Emotional Development
- P. Adolescent Social Development
- Q. Perspectives on Adult Development (Important Issues and Theoretical Concerns)
- R. Adult Physical Development
- S. Adult Cognitive Development
- T. Adult Personality & Emotional Development
- U. Adult Social Development
- V. Death, Dying and Grief

**Statement to Connect Course with Institutional Student Level Outcomes:**

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

**Evaluation of Student Learning:**

Describe how you plan to grade and what the requirements will be for various letter grades. Also describe the point values or percentages that assignments will be worth.

**Grading Scale:**

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69%

F – 0-59%

**Description of Major Assignment(s)/Project(s):**

Describe the assignments and projects that are expected of the students.

**Schedule of Student Assignments/Activities:**

Instructors will identify a student assignment/ activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

**Instructor Policies:****Tardiness:**

Per instructor's policy

**Make-up and late work:**

Per instructor's policy

**Extra-Credit Work:**

Per instructor's policy

**Collegewide Policies:**

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).