

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** PSYC 200    **TITLE:** Developmental Psychology    **C-ID:** PSY 180  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
    Eligibility for ENGL 838 or ENGL 848 or ESL 400.  
    Completion of or concurrent enrollment in any READ 400 level course. PSYC 100 or the equivalent of an introductory psychology course.
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science  
**CSU GE:**  
    CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions  
    CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1  
**IGETC:**  
    IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Psychological development across the life-span. Examines theories of physical, cognitive, personality, and social development throughout the lifespan. Particular emphasis is placed on research studies that illustrate principles of developmental psychology.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Contrast and compare classic and contemporary 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. Describe the developing person at different periods of the lifespan.
  8. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  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.

## 6. COURSE CONTENT:

### Lecture Content:

1. THEORY AND RESEARCH IN HUMAN DEVELOPMENT
  - A. History, Theory, and Research Strategies
2. FOUNDATIONS OF DEVELOPMENT
  - A. Biological & Environmental Foundations
  - B. Prenatal Development, Birth, and the Newborn Baby
    - a. heredity and genetics;
    - b. birth (physiology, psychology, social and cultural influences)
3. INFANCY & TODDLERHOOD: THE FIRST TWO YEARS
  - A. Physical Development in Infancy & Toddlerhood
  - B. Cognitive Development in Infancy & Toddlerhood
  - C. Emotional & Social Development in Infancy & Toddlerhood
4. EARLY CHILDHOOD: TWO TO SIX YEARS
  - A. Physical & Cognitive Development in Early Childhood
  - B. Emotional & Social Development in Early Childhood
5. MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS
  - A. Physical & Cognitive Development in Middle Childhood
  - B. Emotional & Social Development in Middle Childhood
6. ADOLESCENCE: THE TRANSITION TO ADULTHOOD
  - A. Physical & Cognitive Development in Adolescence
  - B. Emotional & Social Development in Adolescence
7. EARLY ADULTHOOD
  - A. Physical & Cognitive Development in Early Adulthood
  - B. Emotional & Social Development in Early Adulthood
8. MIDDLE ADULTHOOD
  - A. Physical & Cognitive Development in Middle Adulthood
  - B. Emotional & Social Development in Middle Adulthood
9. LATE ADULTHOOD
  - A. Physical & Cognitive Development in Late Adulthood
  - B. Emotional & Social Development in Late Adulthood
10. THE END OF LIFE
  - A. Death, Dying, and Bereavement

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Other (Specify): • Lectures, discussions, individual, and small group activities. • Personal Workbooks. • Application Questions. • Exercises applying the course concepts to student situations. • Psychological Scales & Surveys applied to the student and analysis of the results. • Case Study Analysis and Presentations on the cases. • Articles Discussion, analysis, and personal applications. • Self-Analysis Worksheets using concepts from the course. • Objective Quizzes • Essay Questions Exams • Individual Class Presentations • Team Class Presentations

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

Students complete short papers summarizing peer-reviewed journal articles. Students complete additional in class and other short writing assignments.

### Reading Assignments:

Weekly readings from the assigned textbook and handouts.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation

B. Exams/Tests

C. 1. Cumulative objective, multiple-choice exams to test on the cumulative content of the textbook, lectures, and discussions. 2. Essay tests to apply the theories, research, assessments, and applications of course concepts to themselves. 3. Individual work, small group discussions, and large group discussions, which apply course content to self and others. 4. Development assessments, using assessments to analyze their own situation. 5. Selected Case Studies to analyze various development situations. 6. A comprehensive summary and action plan, and a comprehensive Paper, which outlines student's personal plan.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Kail, R. & Cavanaugh, J.. *Human development: A lifespan view.*, 8th ed. Cengage, 2018
- B. Berk, L.. *Exploring lifespan development*, 4th ed. Pearson, 2017
- C. Santrock, J.. *Life-span development*, 17th ed. McGraw Hill, 2018

**Origination Date:** November 2018

**Curriculum Committee Approval Date:** December 2018

**Effective Term:** Fall 2019

**Course Originator:** Michelle Mullane