



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Lifespan Growth and Development

Course Prefix and Number – PSYC 2314

Department –Psychology Division - Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N


Semester Credit Hours #: Lecture hours#: Lab/other hours #: 3:3:0

Equated Pay hours for course - 3

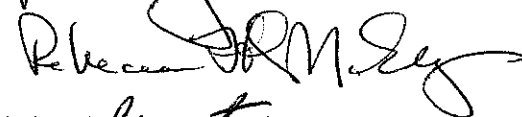
Course Catalog Description - Study of the relationship of the physical, emotional, social and mental factors of growth and development of children and throughout the lifespan.

Prerequisites/Co requisites – THEA reading and writing requirements met

List: Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by 

Date 12/15/11

Reviewed by department head 

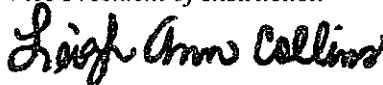
Date 12/15/11

Accuracy verified by Division Chair 

Date 12-15-11

Approved by Dean of Vocational Instruction or Vice President of Instruction

Date



12-15-11



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- a definition of lifespan psychology and a description of its distinctive characteristics
- an overview of the major multi-disciplinary approaches to the study of lifespan growth and development inclusive of relevant history, philosophy, grand and emergent theorists, research methods and findings, terminology, and current perspectives
- an overview of the major stages of lifespan growth and development including: conception and prenatal development, infancy, early childhood, middle/late childhood, adolescence, early adulthood, middle adulthood, late adulthood, death and dying and issues relating to each of these stages
- an in depth study of developmental processes from conception to death, exemplified by studies and examples from the physiological, cognitive/psychological, and psychosocial domains of human development

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. Define lifespan development with an overview of its history, research strategies, and the nature-nurture controversy.	Section Exam and/or research topic.
2. Examine different perspectives on development which can include but is not limited to Skinner's behavioral theory, Bandura's theory of observational learning, Erikson's psychosocial theory, Piaget's cognitive and moral theory, Kohlberg's moral theory, and Freud's psychoanalytic theory.	Section Exam and/or research topic.
3. Describe the periods of prenatal development, birth, teratogens, and fertilization issues.	Section Exam and/or research topic.
4. Identify newborn abilities and characteristics.	Section Exam and/or research topic.
5. Describe physical and motor development, perceptual development, cognitive development, language development and psychosocial development of the infant.	Section Exam and/or research topic.
6. Discuss issues of infancy such as temperament, attachment, and brain development.	Section Exam and/or research topic.
7. Describe physical and motor development, cognitive development, language development and psychosocial development of the early child.	Section Exam and/or research topic.
8. Evaluate early childhood issues such as gender development, preschool/daycare/homecare concerns, play, parenting styles, and other family issues.	Section Exam and/or research topic.
9. Explain the physical, cognitive, moral, psychosocial and language development of the middle/late child expanding on issues such as peer relationships, bullying, self esteem issues, media concerns, education and stress effects.	Section Exam and/or research topic.
10. Identify physical, cognitive, and psychosocial development of the adolescent expanding on issues such as changing families, peer relations, sexual behavior, anorexia nervosa, teenage pregnancy, bulimic behavior, substance abuse, suicide, and identity formation.	Section Exam and/or research topic.
11. Describe physical, cognitive development and psychosocial developmental issues of the early adult, expanding on issues such as work/career concerns, sexual identity and gender role	Section Exam and/or research topic.

issues, sexuality, and family.	Section Exam and/or research topic.
12. Describe physical, cognitive and psychosocial developmental issues of the middle aged adult expanding on issues such as work/career concerns, marriage and family relations, divorce, sex and love, and personality development.	Section Exam and/or research topic.
13. Describe physical, cognitive and psychosocial developmental issues of late adulthood expanding on issues such as aging effects, suicide, gender roles, sexuality, retirement and personal development.	Section Exam and/or research topic.
14. Examine death and dying issues such as the grieving process, death with dignity, physician-assisted suicide, and hospice.	Section Exam and/or research topic.

III. Required Text(s), Optional Text(s) and/or Materials to be supplied by Student.

Required Text: Berk, Laura E., Exploring Lifespan Development., 2nd Edition, Boston. Allyn and Bacon. ISBN: 13:978-0-205-74859-4

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Regular conventional classroom or computer lab, overhead projector, video/DVD projector and television/smart board technology. Instructor must have training in, and access to all appropriate technology for www courses and courses via I-TV.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in Lifespan Development, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, outside readings, video, and the students' own research.

Reading assignments are mandatory and include the text, outside readings, and research as assigned.

Students may be required to complete a research based paper, using online technology and/or other sources, which will enable the use of relatively recent research taken from peer reviewed journal articles concerning topic areas under study. This will acquaint the student with the technology used in research, relevant topic areas in Lifespan Development, and the type of research that is required in the behavioral science field. This paper may be written using American Psychological Association (APA) style, which is reviewed in class, by handouts, and in the online library.

Written work may also be required in the form of essay questions or short answers on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests

The grading rubric for all tests, papers, and projects will approximate as follows:

90% to 100%=A

- 80% to 89%=B
- 70% to 79%=C
- 60% to 69%=D
- Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on essay type questions or critical thinking assignments
- Writing, research, interpretation, and application assessment as measured on written assignments or research paper

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives
- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: PSYC 2314 Lifespan Growth and Development	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Section exam and/or research topic
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Section exam and/or research topic
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Competency does not apply
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Perspective does not apply
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Section exam and/or research topic
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Perspective does not apply



Page 2: Perspectives

Course Prefix & Number: PSYC 2314	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethnically-diversified world;	Perspective does not apply
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Perspective does not apply
3. Recognize the importance of maintaining health and wellness;	Section exam and/or research topic
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply
5. Develop personal values for ethical behavior;	Section exam and/or research topic
6. Develop the ability to make aesthetic judgments;	Perspective does not apply
7. Use logical reasoning in problem solving;	Perspective does not apply
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Perspective does not apply



Page 3: Exemplary Educational Objectives

Course Prefix & Number: PSYC 2314	
Component Area: Social and Behavioral Sciences	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Section exam and/or research topic
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	Exemplary objective does not apply
3. Use and critique alternative explanatory systems or theories.	Section exam and/or research topic
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Exemplary objective does not apply
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Exemplary objective does not apply
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Exemplary objective does not apply
7. Understand the evolution and current role of the U.S. in the world.	Exemplary objective does not apply
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Section exam and/or research topic
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Exemplary objective does not apply
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary objective does not apply
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Exemplary objective does not apply
12. Identify and understand differences and commonalities within diverse cultures.	Section exam and/or research topic