

**BARTON COMMUNITY COLLEGE  
COURSE SYLLABUS**

**I. GENERAL COURSE INFORMATION**

Course Number: PSYC1014  
Course Title: Developmental Psychology  
Credit Hours: 3  
Prerequisite: General Psychology with a grade of C or better.  
Division/Discipline: Academic/Psychology  
Course Description: This course explores the theories, methodologies, and data pertinent to the study of the individual across the life-span. Emphasis will focus on both the continuity and changes in behavior due to heredity and environmental influences within infancy, early childhood, adolescence, adulthood, and late adulthood. Topics will include behavioral genetics, prenatal influences, physical maturation and aging, mental abilities, gender and sexuality, moral development, family and peer interactions, developmental disorders, as well as death and dying.

**II. INSTRUCTION INFORMATION**

**III. CLASSROOM POLICY**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

## **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

Developmental Psychology is classified as a general education course at BCC. It is a behavioral science course that is particularly important for nursing and education majors. Students who enroll in this course should be aware that it often transfers to other colleges as a general education elective. An equivalent course at another institution may not exist, labeled something different, or be considered an upper division course and not a lower level one.

General education requirements and the transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs with an institution. Institutional requirements also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for a transfer program.

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Board of Regents.

## **IV. ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

### Course Outcomes, Competencies, and Supplemental Competencies

- A. Distinguish among developmental theories.
  - 1. Explain the core tenets of psychoanalytic theory.
  - 2. Identify the major personality components used in psychoanalytic theory.
  - 3. Describe Freud's psychosexual stages of development.
  - 4. Identify Erikson's eight stages of psychosocial development.
  - 5. Summarize Piaget's theory of cognitive development by describing the characteristics of his four stages.
  - 6. Distinguish classical conditioning, operant conditioning, and social learning theories and identify the contributions of each to human development.
  - 7. Describe the assumptions of systems theory and its application in Bronfenbrenner's bioecological model.
- B. Identify research methods in development.
  - 1. Compare the methods of cross-sectional research, longitudinal research design, and sequential research designs.
  - 2. Contrast concordance and correlation as measures of twin similarity.

- C. Describe social and emotional development through the lifespan.
1. Define attachment and its types according to the Ainsworth research.
  2. Describe factors which contribute to the development of attachment.
  3. Interpret Harlow's research on contact comfort.
  4. Contrast Baumrind's three parental styles.
  5. Describe characteristics of effective punishment according to behaviorists.
  6. Describe how friendship popularity is measured and the categories of peer acceptance.
  7. Compare and contrast Kohlberg's three stages of moral reasoning.
  8. Describe the Big Five personality dimensions and their relevance to development.
- D. Explain cognition development throughout the lifespan.
1. Describe the methods used to determine infant perceptual skills.
  2. Describe the sensory and perceptual abilities of infants.
  3. Describe the sensory and perceptual abilities of adults.
  4. Describe the role played by sensory threshold in the process of aging.
  5. Compare and contrast object permanence, egocentrism, and conservation.
  6. Describe the theory of mind and its relationship to development.
  7. Contrast sensory register, short-term, and long-term memory.
  8. Contrast encoding, storage, and retrieval.
  9. Compare and contrast grammar, morphemes, phonemes, pragmatics, semantics, and syntax.
  10. Compare and contrast the empirical and nativist models of language development.
  11. Define what is meant by a language acquisition device (LAD).
  12. Summarize Gardner's multi-intelligence perspective by describing examples.
  13. Distinguish fluid intelligence and crystallized intelligence and their trajectory across the lifespan.
  14. Contrast the Binet and Wechsler intelligence tests.
  15. Describe the significant findings of Schaie's longitudinal studies of intelligence.
  16. Describe factors which contribute to variation in intellectual performance.
  17. Identify the symptomology and causes of dementia, including Alzheimer's disease.
- E. Identify physical development through the lifespan.
1. Contrast development, growth, maturation, and aging.
  2. Distinguish the three stages of prenatal development.
  3. Contrast dominant and recessive disorders (e.g. Huntington's, cystic fibrosis, PKU).
  4. Contrast the sex-linked disorders and the sex chromosome disorders.
  5. Identify the proper scientific names for identical and fraternal twins.
  6. Distinguish the most highly heritable traits for those traits with low heritability.
  7. Describe the role of teratogens and the outcomes of at least teratogens.
  8. Contrast proximodistal, cephalocaudal, and the orthogenetic principles.
  9. Define puberty.
  10. Describe the outcomes of early and late maturation on adolescent and adult development.
  11. Describe the features of physical aging and factors which alter it.

- F. Summarize neurological development throughout the lifespan.
  - 1. Compare and contrast neurogenesis, plasticity, synaptic pruning, and synaptogenesis.
  - 2. Describe the process of lateralization through the lifespan.
  - 3. Compare and contrast survival reflexes and primitive reflexes.
  - 4. Identify and describe at least three infant reflexes.
  - 5. Describe characteristics of an aging brain.
  
- G. Describe the processes of death and dying.
  - 1. Distinguish bereavement, grief, and mourning.
  - 2. Describe at least three factors which contribute to the grief process.
  - 3. Contrast passive euthanasia, active euthanasia, and assisted death.
  - 4. Describe Kubler-Ross's five stages of dying and the theory's contribution to the study of death.
  - 5. Describe the characteristics of a child's mature understanding of death.
  - 6. Describe factors which influence a child's mature understanding of death.

**V. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

**VI. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

**VII. REFERENCES**

**VIII. METHODS OF INSTRUCTION AND EVALUATION**

**IX. ATTENDANCE REQUIREMENTS**

**X. COURSE OUTLINE**