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## **SECTION 1: COURSE INFORMATION**

**Format:** Eight weeks.

Course ID: PSYC 2333

Course Title: Developmental Psychology

College: College of Education

Prerequisites: PSYC 1133 or PSYC 2133

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and

availability.

## **Course Description**

This course studies human growth and development. Major theories are critically examined with special attention to their differential application in the understanding of human development and behavior.

### **Course Overview**

In this course the students will explore the key concepts and theories of the development throughout a person's lifespan. They will consider the influences on development from family, peers, school, work, and the community. This course will benefit students on many levels including personal, educational, and professional.

### **Course Workload**

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is **6.46 hours per week.** 

### **Course Materials**

 Lifespan Development. (n.d.). Lumen Learning. Retrieved from https://courses.lumenlearning.com/wmopen-lifespandevelopment/
 Required and optional textbooks are accessed and ordered through <u>SEU's</u> bookstore.

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## **Course Topics**

# The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Theories of child development
- Prenatal development
- Birth
- Infancy: physical, cognitive, and socioemotoinal development
- Early childhood: physical, cognitive, and socioemotoinal development
- Middle and late childhood: physical, cognitive, and socioemotoinal development
- Adolescence: physical, cognitive, and socioemotoinal development

## **Intended Learning Outcomes**

# As a result of reading, study, and assessments in this course, the student should be able to:

- 1. Understand the distinctive features of a life-span perspective on development.
- 2. Identify the major psychological theories of human growth and development.
- 3. Describe the physical, cognitive, affective, social, and moral aspects of human growth and development.
- 4. Define socialization and explain the influences of families, peers, teachers, and others on development.
- 5. Identify strategies for facilitating optimal development over the life-span.

## **Key Performance Indicators**

Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments.

### Successful students will:

- 1. Participate in the weekly discussion forums
- 2. Complete of 5 application written assignments
- 3. Complete an interview and observation

- 4. Complete a final paper
- 5. Pass a comprehensive final exam

### **Late Work**

**Work ahead:** For planned events (mission trips, vacations, surgeries) you are invited to work ahead in order to submit work by the due date. No permission is needed.

**Request an extension:** If you know you will not be able to turn work in on time, contact your professor at least 24 hours before the assignment is due. Let the professor know about your circumstances and when you can turn the work in. If the professor decides to grant you an extension and you get the work in when you say you will, there will not be a penalty. You should only request an extension when something unforeseen comes up that you have no control over; a professor has no obligation to grant an extension and will be less inclined to do so if you are asking for one every week.

**Late work:** Without prior arrangements, late work\* submitted within one week of the original due date will be considered for partial credit. Work will ONLY be accepted for the first seven days after it is due. NO WORK will be accepted past the last day of the course.

\*Discussion Posts: late participation in discussion forums is not accepted for late credit. The purpose of the discussion forum is to engage with your classmates on substantive ideas related to the course material, and your classmates will not revisit forums past the due dates. Similarly, professors will not revisit forums to grade past discussion due dates.

Professors in the Department of Behavioral and Social Science have been instructed to follow this policy to ensure fairness across all FC classes. Your professor will work with you if true emergencies occur, but your busy schedule will not be considered an emergency. If you have travel, a vacation, a wedding, or any other plannable event, it is up to you to communicate with your instructor to avoid grade penalties.

### **Extra Credit**

None accepted.

## **SECTION 2: SOUTHEASTERN POLICIES**

## **Academic Policies**

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

# **AIM, LEARN, AND APPLY DESCRIPTIONS**

### **Aim**

When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

### Learn

When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

## **Apply**

When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

# MODULE 1: XX/XX/XX - XX/XX/XX



Be sure you read the learning outcomes that your instructor has set for this week and then do your best to accomplish them.

- > Explain the life-span perspective.
- Describe human development and its three domains: physical, cognitive, and psychosocial development.
- > Explore the role of nature and nurture in development.
- > Identify the key life-span developmental theorists.
- > Analyze the primary similarities and differences between developmental theories.



This section lists all your reading assignments and may include additional resources that your instructor is providing to help you complete the activities and assessments for the week.

- > Lumen Learning. (n.d.). Lifespan development.
  - o Module 1: Life-Span Development
  - o Module 2: Developmental Theories
- > Review resources (provided in the course.

# Apply

Now you're ready to demonstrate your learning for the week. The items below are those on which you'll be graded this week and may include discussions, activities, assignments, quizzes, exams, and projects.

- Module 1 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- Module 1 Assignment
  - o Due: Tuesday

o Points: 50
a

# MODULE 2: XX/XX/XX - XX/XX/XX

# **Ø**Aim

- > Identify the stages and critical periods of prenatal development.
- > Explore the physical, cognitive, and socioemotional developmental milestones and tasks of infants and toddlers.
- Apply appropriate theoretical perspectives to the physical, cognitive, and socioemotional development of infants and toddlers.
- > Identify the family and environmental factors that influence development of infants and toddlers.

# Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - Module 3: Prenatal Development
  - Module 4: Infancy
- > Review resources (provided in the course.

# Apply

- > Module 2 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- ➤ Module 2 Assignment
  - Due: Tuesday
  - o Points: 50

# **MODULE 3:** XX/XX/XX - XX/XX/XX



#### Aim

- > Explain the physical, cognitive, and socioemotional developmental milestones and tasks of early childhood.
- > Apply appropriate theoretical perspectives to the physical, cognitive, and socioemotional development of early childhood.
- > Identify the family, peer, and environmental factors that influence development of early childhood.
- > Identify the risks faced by children in early childhood.



- Lumen Learning. (n.d.). Lifespan development.
  - Module 5: Early Childhood
- > Review resources (provided in the course.

# 🖳 Apply

- Module 3 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- Module 3 Assignment
  - Due: Tuesday
  - o Points: 50

### **MODULE 4:**

## XX/XX/XX - XX/XX/XX

# **◎** Aim

- > Explore the physical, cognitive, and socioemotional developmental milestones and tasks of middle childhood.
- > Apply appropriate theoretical perspectives to the physical, cognitive, and socioemotional development of middle childhood.
- > Identify the family, peer, and environmental factors that influence development of middle childhood.
- > Identify the risks faced by children in middle childhood.

# Ÿι

#### Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - o Module 6: Middle Childhood
- Review resources (provided in the course.

# Apply

- Module 4 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- > Midterm Project: Child-Parent Interview and Observations
  - Due: Tuesday
  - o Points: 150

# MODULE 5: XX/XX/XX - XX/XX/XX



#### Aim

- > Explore the physical, cognitive, and socioemotional developmental milestones and tasks of adolescence.
- > Apply appropriate theoretical perspectives to the physical, cognitive, and socioemotional development of adolescence.
- > Identify the family, peer, and environmental factors that influence development of adolescence.
- > Identify the risks faced by adolescents.

# Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - Module 7: Adolescence
- > Review resources (provided in the course.

# Apply

- Module 5 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- > Module 5 Assignment
  - Due: Tuesday
  - o Points: 50

# MODULE 6: XX/XX/XX - XX/XX/XX



#### Aim

- > Explore the physical, cognitive, and socioemotional developmental milestones and tasks of early adulthood and middle adulthood.
- > Apply appropriate theoretical perspectives to the physical, cognitive, and socioemotional development of early adulthood and middle adulthood.
- > Identify the family, peer, and environmental factors that influence development of early adulthood and middle adulthood.

# **∜**Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - Module 8: Early Adulthood
  - Module 9: Middle Adulthood
- > Review resources (provided in the course.

# 🖳 Apply

- > Module 6 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- > Module 6 Assignment
  - Due: Tuesday
  - o Points: 50

# MODULE 7: XX/XX/XX - XX/XX/XX



#### Aim

- > Explore the physical and cognitive developmental milestones and tasks of late adulthood.
- > Apply appropriate theoretical perspectives to the physical and cognitive development of late adulthood.

# **∜**Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - Module 10: Late Adulthood
- > Review resources (provided in the course.

# 🖳 Apply

- Module 7 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- Development Interview/Case Study
  - Due: Tuesday
  - o Points: 200

# MODULE 8: XX/XX/XX - XX/XX/XX



### Aim

> Identify the issues and processes related to death, dying, and grieving.

# **∜**Learn

- > Lumen Learning. (n.d.). Lifespan development.
  - o Module 11: Death and Dying
- > Review resources (provided in the course.

# Apply

- Module 8 Discussion Forum
  - Due: Saturday (initial post), Tuesday (response posts)
  - o Points: 50
- > Final Exam
  - o Due: Tuesday
  - o Points: 200

## **SECTION 4: ASSESSMENTS**

### **Discussion Forums**

### **Description**

Each module, students will participate in a class discussion. The discussion topics will relate to the readings and will encourage the student apply what they have learned during the module as they engage with both the instructor and their fellow students.

Each module, students will be required to respond to the given discussion questions with a substantial post (at least 200 words) that demonstrates depth of understanding and is supported by a minimum of one cited and referenced source. This initial post should be posted each module by Saturday at 11:59 PM EST.

In addition to the initial post, students must respond substantially to a minimum of two of their peer's initial posts (100 word minimum for each reply). These posts must add breadth and depth to the discussion, continue to build on the initial post, and add additional insights and questions. These posts should be made each module by Tuesday at 11:59 PM EST.

### **Total Possible Points**

400

### **Grade Weight**

## **Assignments**

## **Description**

Various assignments will be required throughout the course. Please see each assignment for specific instructions and requirements (provided in the course).

## **Total Possible Points**

250

## **Grade Weight**

### Midterm Project - Child/Parent Interview and Observation

### **Description**

In Module 4 you will be conducting an interview with a child and their parent. Throughout this interview you will have the chance to better understand child development, the parent's role in their child's development, as well as practice your evaluation skills as you gauge this child's level of development against the developmental milestones you have learned about in your text. The child should be between the ages of 5 and 12.

### **Interview of the Primary Caretaker**

Prepare a set of specific questions for the parent or guardian about how their child functions and where they are developmentally. You will also want to ask questions that will enable you to compare the child's social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor functioning in the context of other children of the same age (although you shouldn't necessarily ask the parents about this as they may not have the knowledge of typical child development that you will need to write your paper).

### **Interview of the Child**

With the information you have gathered from your reading, your own observations of children, and your interview with the parent or caretaker, compose:

- A list of questions that you would like to ask the child to further determine his or her social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor functioning.
- A series of tasks (experiments) in the form of games, puzzles, physical activities, etc. to further determine the stage of his or her social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor achievement.
- Try to identify this child's functioning as it compares to normative information found in the text (e.g., Piaget's stages of cognitive development, standard physical characteristics such as height and weight categories, stages of language development, Kohlberg's moral development stages, etc.) and/or your other readings (be sure to include appropriate citations).

Submit a 4-5 page paper that includes an analysis of this child's functioning as it compares to at least three (3) of the theories of child development presented in

the book over the areas of functioning mentioned above (social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor). In other words, you will use at least three (3) different theories of development to explain the child's social, cognitive, emotional/psychological, sensory/perceptual, moral, physical, and motor functioning. Discuss any discrepancies you discover or other influences that may explain functioning unique to the child you observed. Be sure to use two (2) other sources in addition to your textbook. Finally make sure to use proper APA formatting.

### **Total Possible Points**

150

### **Grade Weight**

### **Final Exam**

## **Description**

The final exam will consist of 80 multiple choice questions covering topics from Modules 1-8.

## **Total Possible Points**

200

## **Grade Weight**

### **Development Interview/Case Study**

### **Description**

Through this final interview/case study you will have an opportunity to observe and apply the many different theories of development that you have been studying throughout this course. One of the best ways to understand how we develop is to see how that development has unfolded throughout a person's life. For this assignment you will need to start by conducting an in-depth interview with a person who is over 70 years of age. You will want to be able to ask followup questions and so this interview will need to be conducted in person or by phone. You should set aside at least 1-2 hours for this interview.

As you prepare your interview questions you should look at the different required sections of your final paper to ensure you ask all of the needed questions to fully analyze your interviewees development throughout their life. Also you want to make sure that the vast majority of your questions cannot be answered with a simply yes or no. Rather you want to really understand the lived experiences of your interviewee and so will want solid questions that will help you achieve that.

Your final paper should clearly cover the following areas of development as you discuss how your interview developed in each of these areas throughout their life making sure to apply the different theories and concepts in each area that you have learned about throughout this course. As you write about their development in each area keep the following in mind:

- Do not just report on what they have shared with you, but rather analyze how these different theories and stages were evident in their life as well as what factors in their life could have impacted that development.
- In each area you should discuss if they achieved optimal development and how. Or
  if they did not, who or what could have helped them to achieve more optimal
  development in that area.

Each area of development should make up its own section of your final paper. And headings should be used to organize your paper.

- Physical development
- o Cognitive development
- Emotional development
- Social development
- Moral development
- Spiritual development
- Career and retirement

This paper should be 5-7 pages double spaced and written in proper APA format. In addition to the minimum page count (i.e. 5 pages and 1 line minimum) you should also include a cover page and a reference page in APA format. Additionally use a minimum of 3 additional sources in addition to your textbook to support your points.

### **Total Possible Points**

200

## **Grade Weight**